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ABSTRACT

Georgia State University, one of the southeast's major urban universities, is considering new methods of delivering its educational services. This report addresses the concept of satellite campuses for Georgia State University by examining those factors affecting their development. Topics included are: the market potential for educational services in outlying metropolitan locations; the economic aspects of off-campus site development; a geographic analysis of potential sites; and the general administrative and/or procedural problems associated with this type of activity. (Author)

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THE FEASIBILITY OF ESTABLISHING SATELLITE CAMPUSES FOR GEORGIA STATE UNIVERSITY

Report No. 78-20

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June, 1978

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TABLE OF CONTENTS

1	THE NEW EDUCATIONAL ERA	1
	Limitations of the Study	1
	Study Area	2
	The New Educational Era	3
	Summary	7
2	SATELLITE CAMPUS DEVELOPMENT: METHODS OF INVESTIGATION	10
	The Delphi Technique	10
	The Geosystems Technique	11
	The Market Survey Technique	13
	Summary	15
3	MARKET ANALYSIS FOR THE ATLANTA REGION	17
	Atlanta's Population	17
	Demographic Characteristics	22
	Existing Institutions of Higher Education Serving the Atlanta Region	32
	Identification of Potential Markets	38
	Professional and Managerial Workers	47
	Married Women	47
	Remedial Students	47
	Other Markets	49
	Summary	56
4	LOCATIONAL AND ECONOMIC ANALYSIS FOR SATELLITE SITES	58
	Physical Requirements for a Satellite Site	58
	Factors Affecting Site Selection	58
	An Examination of Potential Satellite Sites	59
	Economic Analysis	62
	Summary	67
5	PROBLEMS RELATED TO SATELLITE CAMPUS DEVELOPMENT	69
	What Is the Demand for GSU Satellite Programs	69
	How Extensive Should GUS's Satellite Development Be?	70
	How Will the Satellite Facilities Affect Enrollment and Services on the Main Campus?	71
	How Will the University Market the Satellite Sites to Potential Consumers in the Atlanta Area?	71
	Summary	72
6	CONCLUSION	73

Table of Contents - Continued

Appendix A: Temple University Center City Academic Survey 74
Appendix B1: Residential Concentrations of Professional or Managerial Workers in the Atlanta Five-County Study Area - 1970 79
Appendix B2: Residential Concentrations of Government Workers in the Atlanta Five-County Area - 1970 80
Appendix B3: Residential Concentrations of Persons Having Completed 12 Years of Schooling or More in the Atlanta Five-County Area - 1970 81
Appendix B4: Residential Concentrations of Families Below the Poverty Area in the Atlanta Five-County Area - 1970 82
Appendix B5: Residential Concentrations of Persons 65 Years of Age and Older in the Atlanta Five-County Area - 1970 83
Appendix B6: Residential Concentrations of Spanish Speaking Persons in the Five-County Atlanta Area - 1970 84

LIST OF TABLES

Table		Page
1	Population Growth Atlanta Region 1910-1970	18
2	Population Data by Counties for the Study Area	20
3	Anticipated Average Annual Increase in Number of Persons and Percent Increase per Decade, Atlanta Region 1970-2000	24
4	Population Projections for the Atlanta Five-County Area, 1980-2000	24
5	Occupation Data for the Atlanta Five-County Study Area	26
6	Racial Composition of the Atlanta Five-County Study Area: 1960-1970	27
7	Age Distribution for the Atlanta Five-County Study Area	29
8	Family Income Distribution Atlanta Five-County Study Area--1969	30
9	1977 Enrollment Data by Institution for the Atlanta Area	34
10	"Out-of-Region" Institutions Serving the Atlanta Area	36
11	Average Annual Tuition for Institutions in the Atlanta Area--1977	37
12	Percent Distribution of Graduating High School Seniors (1975) in the Five-County Atlanta Area Attending Four Year Public Institutions in Georgia	42
13	Metro Atlanta High Schools from which GSU Received Entering Freshmen Fall Quarter, 1977	43
	Public Service Programs and Participants, 1976:	
14	Location Within the Eight-County Atlanta Metropolitan Area	48
15	Description by Sex	48
16	Age Distribution	48
17	Education Description	48
18	Year of Last Program Attendance	48
19	General Type of Programs Attended	48
20	A Comparison of the 1975 Estimated Number of Married Females Residing in the Atlanta Five-County Area with the Number of Married Females Attending Georgia State University--Fall, 1976	51
21	The Potential Market for Remedial Students in the Atlanta Five-County Area--1975	52
22	Selected Questions from the 1974 Alumni Survey	54
23	Leasing Costs for Office Park and Shopping Center Space at Four Potential Satellite Locations	65
24	Estimates for GSU's Market Survey	70

LIST OF FIGURES

Figure		Page
1	Population Distribution, 1970 Atlanta Five-County SMSA	19
2	Directions of Growth in the Atlanta Region	21
3	Growth Centers, Atlanta Region	23
4	Public and Private Colleges/Universities Serving the Atlanta Area	33
5	High School Graduates Immediately Continuing Formal Education, Five-County Atlanta Area, 1969-1976	40
6	Georgia State University Growth in Degree Conferred by Level, FY 1967 - FY 1977	46
7	Georgia State University Growth in Selected Masters Degrees by Field, FY 1972 - FY 1977	46
8	A Newspaper Advertisement for a University Program	50
9	Atlanta's Office Parks, 1975	61
10	Location of Proposed Satellite Campus Sites	63

Summary of
The Feasibility of Establishing Satellite Campuses
for Georgia State University

This report investigates the feasibility of developing satellite centers for Georgia State. This is accomplished by examining factors affecting the development of such sites: (1) the market potential for educational services in outlying areas, (2) a geographic analysis of potential sites, (3) the economic aspects of off-campus site development, and (4) the general administrative and/or procedural problems associated with this type of development.

Chapter 1 The New Educational Era

Fluctuating student enrollment, coupled with a concomitant surge of interest in nontraditional educational services, is placing a heavy burden on institutions of higher education in this country. Colleges and universities are responding to these events in diverse ways. The nontraditional approach (i.e., off-campus instruction, external degrees, etc.) provides a framework within which institutions can become more creative in their search to accomplish the mission and goals of higher education. Entering a "new educational era" means that policy makers need to reconsider their positions on traditional education and to develop more innovative approaches to our system of higher education.

Chapter 2 Satellite Campus Development: Methods of Investigation

Three techniques used by various institutions to examine satellite campus development are: the Delphi technique, the Geosystems technique, and the market survey technique. The Delphi technique requires substantial input from policy makers in selecting and reviewing demographic characteristics to be used in examining potential sites for off-campus instruction. It permits the research analysts to draw on the expertise of policy makers at the institution. The Geosystems technique uses computer mapping as a means of visually portraying demographic information in order to better delineate potential student markets. The market survey technique allows the researcher to investigate the potential for developing off-campus facilities by directly polling those who would attend programs -- the local residents.

In this report, various facets of both the Delphi and Geosystems techniques were used to examine the potential market for satellite campuses. A market survey was not used because funds were not available for such a project.

Chapter 3 Market Analysis for the Atlanta Region

Atlanta is the major growth area in the southeast, drawing large numbers of professionals to this region. This growth trend is projected to continue through the turn of the century. Georgia State's success in attracting potential students will depend on its ability to respond to the changing educational needs of the various student markets.

Markets which should be addressed range from professional workers to high school graduates who require remedial work. This diverse population will require numerous educational services as well as new delivery systems for them. One important method of extending GSU's educational activities is to take academic and non-credit courses and programs off-campus into the community. By making courses more convenient to students, GSU will show residents in the area that the university is concerned with providing all citizens a way to obtain desired educational goals.

Chapter 4 Locational and Economic Analysis for Satellite Sites

Numerous factors must be considered when investigating potential sites for satellite campuses. These involve the accessibility to the site, price levels for rental space (or land and construction costs), security and maintenance provisions, and high visibility for the institution.

Four potential sites near the perimeter highway have been selected based on their high level of accessibility to Atlanta's population and high visibility for the institution. The proposed sites are situated at or near major office parks and shopping centers. Most sites appear to fulfill requirements such as adequate security and maintenance; however, shopping centers do not seem to offer as much rental space as do office parks.

Various alternatives have been presented for acquiring needed space for a minimum size satellite facility. One alternative, construction of a facility, involves relatively large capital outlays (approximately $350,000). Another alternative, leasing space, requires an initial outlay for remodeling, and the annual cost of leasing the most expensive space is $90,000. The last alternative, sharing facilities, represents the least expensive option for developing satellite classes.

Chapter 5 Problems Related to Satellite Campus Development

In implementing a satellite campus program, the most important considerations include: 1) What is the true demand for GSU satellite programs?, 2) How extensive should GSU's satellite development be?, 3) How will the satellite facilities affect enrollment and services on the main campus?, and 4) How will the university market the satellite sites to potential consumers in the Atlanta area?

CHAPTER 1

THE NEW EDUCATIONAL ERA

As higher education enters a new era of fluctuating enrollment and escalating costs, public institutions are beginning to consider alternative modes of delivery for educational services. Georgia State University, one of the southeast's major urban universities, is currently considering new methods of delivering its educational services. This report addresses the concept of satellite campuses for Georgia State University by examining those factors affecting their development. Topics included are: (1) the market potential for educational services in outlying metropolitan locations, (2) the economic aspects of off-campus site development, (3) a geographic analysis of potential sites, and (4) the general administrative and/or procedural problems associated with this type of activity.

Limitations of the Study

Limitations of the study are found in the lack of centralized current data and an as yet undeveloped curriculum. The data were obtained from several sources, principally the Bureau of the Census, the Atlanta Regional Commission, Southern Regional Education Board, and the Office of the Registrar at Georgia State University. Data obtained from the Bureau of the Census are, in most cases, 1970 information. Though this source is now several years old, it can be assumed that demographic characteristics have not changed drastically over the last seven years. Where major changes have occurred, they have been cited. All other data utilized for the analysis reflect the most current data obtainable.

With regard to curriculum considerations, it should be stated that "potential" course offerings at satellite sites have not been proposed. Once possible markets have been delineated, University decision makers will have a chance to prepare thoughtful curriculum recommendations.

Study Area

For purposes of this report, the study area has been defined as the 1970 Atlanta Standard Metropolitan Statistical Area (SMSA), which includes Clayton, Cobb, DeKalb, Fulton, and Gwinnett counties. There are several reasons for limiting the research to these five counties even though the current metro area includes 15 counties surrounding Atlanta. First, these counties represent the major market area for educational services provided by Georgia State (approximately 85 to 90 percent of our students reside within these five counties). Second, this five-county region contains about one-third of Georgia's total population. Third, although outlying counties such as Douglas, Cherokee, and Henry continue to increase in population, they are far outstripped by the population increases in Cobb, Gwinnett, and Clayton Counties (this point will be discussed in more detail later).

The New Educational Era

Recently, institutions of higher education in the United States have experienced a phenomenon which they have not encountered for at least a decade previously: a fluctuating growth rate in student enrollment. College and universities react to this "retrenchment" in several ways. Some institutions are glad to see a stabilization or reduction in enrollment because this signals an end to the problem of burgeoning public expenditures to satisfy the educational needs of a relatively small number of citizens. Other institutions view the enrollment trends as a deathknell for various proposed projects and programs desired by the institution with an attitude that there is little that can be done to stave off the forthcoming famine of students for their institutions.

Those institutions which recognize the fluctuating enrollment trend, and do not intend to allow their programs to dwindle, are finding new and creative ways of attracting students. The belief that the benefits of higher education should be provided to all citizens encourages the development of unique responses by these institutions.

Non-traditional Education

One response to potential enrollment losses is the development of non-traditional degree programs which permit the student, in conjunction with an academic advisor, to create his own program of study. This movement away from a traditionally structured style of student guidance allows the student greater flexibility in focusing on desired career goals.

With the loosening of structured curriculum, students feel that the process of higher education does not necessarily have to be constrained to a four-year period. If students accept the premise that education is a life-long process, they find it acceptable to "stop-out" for short periods of time (for purposes of working or gaining experience in career-oriented fields)

without causing major disruptions in their education. The result of this "stop-out" concept is a greater emphasis on linking the individual's general educational goals with lifelong career goals. Gartner and Sunderland (1974) suggest the future prospects for non-traditional study arise from a combination of broad societal movements and various activities occurring within the field of education. They pose a list of social developments which are likely to affect the character of non-traditional study in the next few decades:

* A rapidly declining percentage of agricultural workers in the labor force with a concomitant increase in service workers and consumers.

* The rise of new leading groups, including women, minorities, and youth, groups whose recent development has emphasized their "consumer" roles.

* The extension of the value syndromes of the 1960's, including personal liberation and fulfillment, self-determination, anti-hierarchy and proparticipation, as well as an expansion of rights and entitlements.

* The growth of the service work force along with a concomitant development of service consciousness.

* Awareness regarding the human services, their quality, control, and costs, the associated increase in alternative institutions, and the critique of professionalism. (p. 75-76)

Watson (1974, p. 5-6) indicates that future educational developments can be considered in terms of "expansion" (i.e., more of the same for new student populations) or "extension" (i.e., new forms, content, and designs for both old and new student populations).

One major criticism of current educational activities is the over-emphasis on credentials. Court decisions over the past several years have attacked this concept. For example, in Griggs v. Duke, the court ruled that the use of aptitude tests, intelligence tests, and formal educational prerequisites as employment criteria are not valid if it can be shown that these requirements are not directly related to job performance. The practice of requiring academic certificates as prerequisites for various career positions should be reconsidered if colleges and universities are to approach a new educational

era in which credentials per se are not a major objective.

The External Degree

Another method of providing educational opportunities to people is through the external degree. External degree programs, as pointed out by Daniel Perlman (1975) have existed as a shadow world in higher education,

> . . . a world where there were older students as well as youth, where learning could be acquired at home or nearby, in units not necessarily related to an academic term, and by various means in addition to the classroom lecture. This was a shadow world because it lacked prestige, identity, or acknowledgement; for the most part it had inadequate financial support. (p. 323)

External degree programs may be described in several ways. Donovan and Kenney (1975), discussing external degree programs offered by Washington State colleges and universities, define an external degree as a series of educational experiences possessing all of the following four characteristics: (1) it meets the needs of persons who are unable or unwilling to spend extensive time on campus, (2) most learning occurs in locations geographically external to the major portion of the campus facilities, (3) it is designed to meet one or more of the following objectives: degree, license, diploma, certification, or the attainment of specified program goals, and (4) it is an integrated program of generally 12 quarter credit hours or more.

University system decision makers have reconsidered their positions as external degree programs have become more accepted by higher education. The New York State Regents External Degree Program, and other similar ones, permit students to prepare and present themselves for examination whenever they are ready to do so. The external degree provides an educational opportunity to students who, because of work situation, incapacity, or geographic location, may not be able to obtain a college education at an on-campus site. Students can complete a college degree program without attending classes; most often, the work is done at home and tests are administered by mail (or at specified learning centers). This method allows larger numbers of students to obtain

college credit at their convenience.

Multicampus Systems

Another attempt to compensate for decreasing enrollment as well as to provide expanded educational services is the development of multicampus educational facilities. The multicampus system is a grouping of individual campuses under a common framework of governance. The importance of this "new" educational concept was well-developed in The Multicampus University (Lee and Bowen, 1971), a report for the Carnegie Commission on Higher Education. They reviewed nine multicampus systems in order to investigate academic governance among the various systems (i.e., administration, faculty government, student organization, academic plans and programs, etc.).

Institutions creating such sites have found there are many benefits associated with this approach. The multicampus systems, by strengthening the academic planning and program review process, can encourage: (1) diversity -- meaning that different approaches may be used to achieve desired goals (for example, experimental programs can be undertaken with unanticipated costs being shared by a larger entity); (2) specialization -- specialized programs may be strengthened by not allowing other units to compete; and (3) cooperation -- procedures can be developed to facilitate cross-campus activity within the system. Negative aspects associated with this type of system include increased bureaucratization, increased complexity of administration relationships, and potential political interference (Lee and Bowen, 1971).

In 1971, 40 percent of all college students attended schools which were parts of multicampus institutions. In fact, one-fifth of all campuses were constituent elements of these "higher education conglomerates" (Lee and Bowen). The impact of multicampus systems may be better understood if it is recognized that in the late 1960's these institutions awarded about 25 percent of all bachelor's degrees and 30 percent of all doctoral degrees (Lee and Bowen).

Off-Campus Programs

In order to provide better educational services and to compensate for decreasing enrollment, some institutions have adopted procedures for offering coursework away from the main campus. These off-campus programs are designed to meet the educational needs of adults in a particular community and reflect an institutional commitment to the community. Off-campus programs are not considered recent trends; many institutions such as Ohio State University have provided off-campus graduate coursework since the mid-1940's.

There are two distinct approaches to off-campus physical planning. One is to use high schools or business sites for course offerings where courses are taught on an irregular basis. Another approach emphasizes the use of distinct physical sites where coursework is provided on a continuing basis.

Off-campus activities provide benefits to a wider group than those who reside in a particular geographic area. Schultz (1975) reports on the experience at Case Western Reserve University:

> Off-campus graduate coursework benefits main campus students by permitting the institution to offer specialty courses to their full-time students that may not be offered because the demand on the main campus alone is too small, but when coupled with the demand at off-campus sites is then cost effective and all students benefit. (p. 2)

Citizens respond favorably (and in great numbers) to off-campus courses offered in their communities, and these courses are good public relations. Increased exposure in the community, in many cases, has resulted in better relations with local politicians (and businessmen), and a more favorable outlook on the need for increased funding in the area of higher education.

Summary

Fluctuating student enrollment, coupled with a concomitant surge of interest in nontraditional educational services, is placing a heavy burden on institutions of higher education in this country. Colleges and universities are responding to these events in diverse ways. The nontraditional

approach (i.e., external degrees, off-campus instruction, etc.) provides a framework of creativity for institutions in their quest to accomplish the mission and goals of higher education. Entering a "new educational era" means that policy makers need to reconsider their positions on traditional education and to develop more innovative approaches to our system of higher education.

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Chapter 2

SATELLITE CAMPUS DEVELOPMENT: METHODS OF INVESTIGATION

There is a paucity of literature dealing specifically with the process and procedures surrounding satellite campus development. Most of the literature is found in discussions concerning non-traditional studies. The topic is often "talked around" and not "talked about." The lack of extensive literature may reflect the unique approach each institution uses in its endeavor to expand educational services to citizens.

Although case studies were difficult to obtain, a few examples of methods used by institutional analysts in determining the most acceptable approach to marketing expanded educational services to the community have been uncovered.

The Delphi Technique

One central problem with analyzing educational delivery systems lies in delineating population characteristics which should be considered when outlining potential markets. Landini (1975) addressed the problem in his monograph, Population Characteristics of Potential Satellite Campus Students. He used the Delphi technique in his research at Pierce Community College in Los Angeles.

Landini organized a Delphi Panel composed of policy makers at Pierce College which had the responsibility of listing those characteristics considered important in viewing potential markets. The panel did not meet as a group; instead, it responded to Landini's request individually. After the initial response (the first iteration), the population characteristics proposed by the panel were consolidated; the consolidated list was then sent to every member for review. Each characteristic was rated from zero to ten (the

second iteration). Zero indicated that the characteristic had minimal importance in determining potential markets, while a rating of ten indicated that the characteristic was of major importance. A mean rating score for each characteristic was derived after the second response. From the 130 characteristics reviewed, only those characteristics which received a mean score above 3.5 were considered for the project.

This approach allows policy makers to have substantial input into the research design; the analyst can draw on many years of varied experience, and therefore can pinpoint those characteristics which are of substantial importance in determining potential markets.

The Geosystems Technique

The geosystems approach, developed by Arthur Cherdack (1976), delineated service areas for various units of the Los Angeles Community College District. Cherdack's research addressed several questions: (1) from what locations were people coming to attend classes? and (2) what regions were contributing large numbers of students and what regions were not? The central aim of this research was to learn more about attendance patterns and participation rates of citizens so that intensive recruitment and improved facilities and program planning could be directed toward previously unserved areas.

Research efforts were handled jointly by several groups--the Los Angeles City Planning Department, the U.S. Census Bureau, and District research and planning personnel. The research tools required to develop and maintain the computer data base were organized through the above agencies.

Cherdack defines his geosystems technique as a process for "matching information to geographical places on earth." Data to be matched and geographically plotted were residence locations or home addresses of students as obtained in the student record files. ADMATCH, a computer program developed by the Bureau of the Census, was the tool used in the matching process. ADMATCH

assigns a census tract identifier to each student address. One product of this process was a listing of the number of students residing in each tract by individual District Colleges. The next step in the process was to map the student information using another computer program, SYMAP, which produces a two-dimensional map of student data. These maps reflected the attendance patterns and participation rates for students by census tract. If the data and computer facilities can be made available, the geosystems approach presents a relatively simple technique for determining service areas.

Some of the many benefits of the geosystems tool are (Cherdack, 1976, pp. 2-3):

(1) if the data and computer programs are available, it provides a relatively inexpensive planning system which is applicable to all types of educational institutions.

(2) it provides a basis for "needs assessment" (i.e., it can aid in identifying areas needing educational services).

(3) it allows institutions to target areas for survey research and marketing techniques designed to discover what services residents most desire and what type of delivery modes (i.e., television, outreach classes, etc.) are most relevant.

(4) it can assist in determining the need and location for new sites, community services, or outreach programs.

(5) it allows institutions to define college service areas both as localities currently being served and as localities which should be served.

(6) student demographic data can be plotted by house address and compared with demographic variables by census tract; the purpose is to study general demographic data as it relates to the non-student population.

(7) aggregating information for college service areas can be useful in obtaining background data to support grant requests.

The Market Survey Technique

Business uses the market survey approach frequently to determine the demand for a particular product; however, few postsecondary institutions have used this method to examine the demand for their products (i.e., their programs). One of the more successful applications of this technique in higher education is the survey used by Temple University in its plan to develop programs of study for its satellite facility, Temple University Center City (TUCC).

Westinghouse Broadcasting Company gave Temple University a building in downtown Philadelphia in 1973. The university administration decided to develop the site into an off-campus center offering both academic and continuing education programs, and at that time it was mandated that: (1) the center reach a break-even point in three years; (2) the faculty maintain control of academic programs; and (3) the center reach out to new markets in the Philadelphia area.

Determining the coursework to be offered at TUCC presented a difficult problem. It was decided that the best way to analyze the demand for university programs was to survey local residents. Three major markets for the programs were specified: businessmen, women, and other adults (25 to 45 years of age). The survey instrument was created with the expertise of faculty and staff within the University and distributed in 1974.

Downtown Philadelphia was the target for distribution of the survey. Mailing lists totaling 13,000 were purchased from magazines which served those markets -- Business Week, McCall's, and Philadelphia (a publication similar to the Atlanta magazine).

The survey instrument achieved the following results: (1) it told that a new campus had been created; (2) respondents had input into types of programs

offered; (3) a level of demand for potential programs was obtained. Appendix A presents a copy of the survey and a summary of the results obtained.

With the response from the survey, administrators could more accurately plan programs offered. From inception in April 1973 to April 1977, enrollment grew to 8,000. By 1977 the original building had become inadequate for the student load and the university responded by developing three more sites; two of these sites were located in suburban areas.

Summary

Benefits associated with the three techniques of choosing a satellite site have been defined; drawbacks of each approach are evident. The Delphi technique requires substantial input from policy makers in selecting and reviewing suggested demographic characteristics for the research. The Geosystems method requires a relatively extensive student data base, adequate computer support, and that institutional analysts have a solid background in the appropriate use of data available from the Bureau of the Census. The Market Survey approach requires large expenditures of funds to purchase mailing lists, to distribute the surveys, and to analyze the data.

In this report, various aspects of the Delphi and Geosystems techniques are used. The Delphi technique was not used per se; however, an advisory committee appointed by the Vice President for Academic Affairs provided input as to the types of data to be utilized and potential markets to be investigated. Computer mapping of demographic student and non-student populations was used to generate data on Georgia State's service area and potential markets for the university. A market survey was not used because funds were not available for such a project.

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CHAPTER 3

MARKET ANALYSIS FOR THE ATLANTA REGION

Atlanta's Population

Atlanta's traditional role as a regional transportation, distribution, and financial center has resulted in major population increases over the last six decades (see Table 1). The rampant growth experienced in recent years resulted from several factors: (1) the development and expansion of the Hartsfield International Airport, (2) completion of the Interstate Highway network in and around the region, and (3) natural features and resources which have placed few restraints on growth.

The Bureau of the Census indicates that Atlanta in 1970, had the distinction of being the largest city in the southeast. From 1950 to 1970 regional population increased 92.2 percent. This growth has continued through the period 1970-1976 when the region realized a 15 percent increase. As a result of relative uncontrolled population growth, Atlanta ranked 20th in the nation in population among all metropolitan areas. Currently the region contains over one-third of Georgia's total population.

The study area addressed in this report is the central Atlanta five-county area. Most of the population is concentrated within the perimeter highway with small population nodes located along interstate routes (I-75 and I-85) in outlying suburban areas (See Figure 1). Although DeKalb and Fulton Counties are the most populated metro counties (See Table 2), Cobb, Clayton, and Gwinnett represent the "new" growth centers for the region (See Figure 2 for a graphic illustration of directions of growth for the region).

Growth Areas

In the last few years several specific areas in the Atlanta region have experienced considerable population increases. Four locations which appear prominent are:

TABLE 1

Population Growth
Atlanta Region 1910-1970

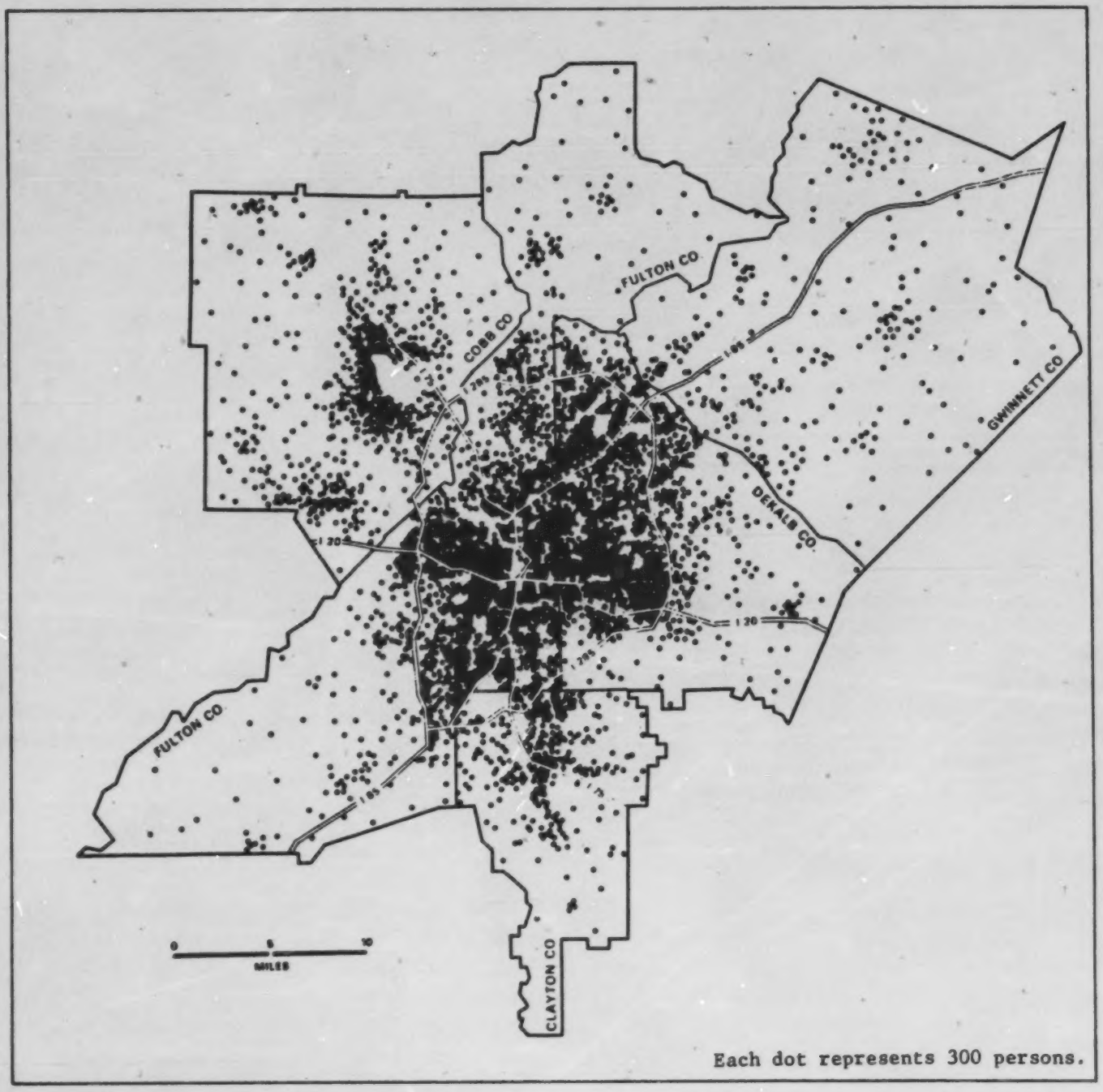
Year	Number of Persons	Ten-Year Increase Number	Percent
1910	309,270	-	-
1920	387,172	77,902	25.2
1930	485,727	108,555	28.0
1940	576,619	80,892	16.3
1950	747,626	171,007	29.7
1960	1,044,321	296,695	39.7
1970	1,436,975	392,654	37.6

SOURCE: Atlanta Regional Commission, Regional Development Plan, 1976.

NOTE: The above data includes seven metro counties: Clayton, Cobb, Fulton, Gwinnett, DeKalb, Douglas, and Rockdale.

FIGURE 1

POPULATION DISTRIBUTION, 1970
ATLANTA FIVE-COUNTY SMSA



Cartographic Compilation by Myron House
1972 Georgia State University, Department of Geography, Cartography Laboratory

TABLE 2

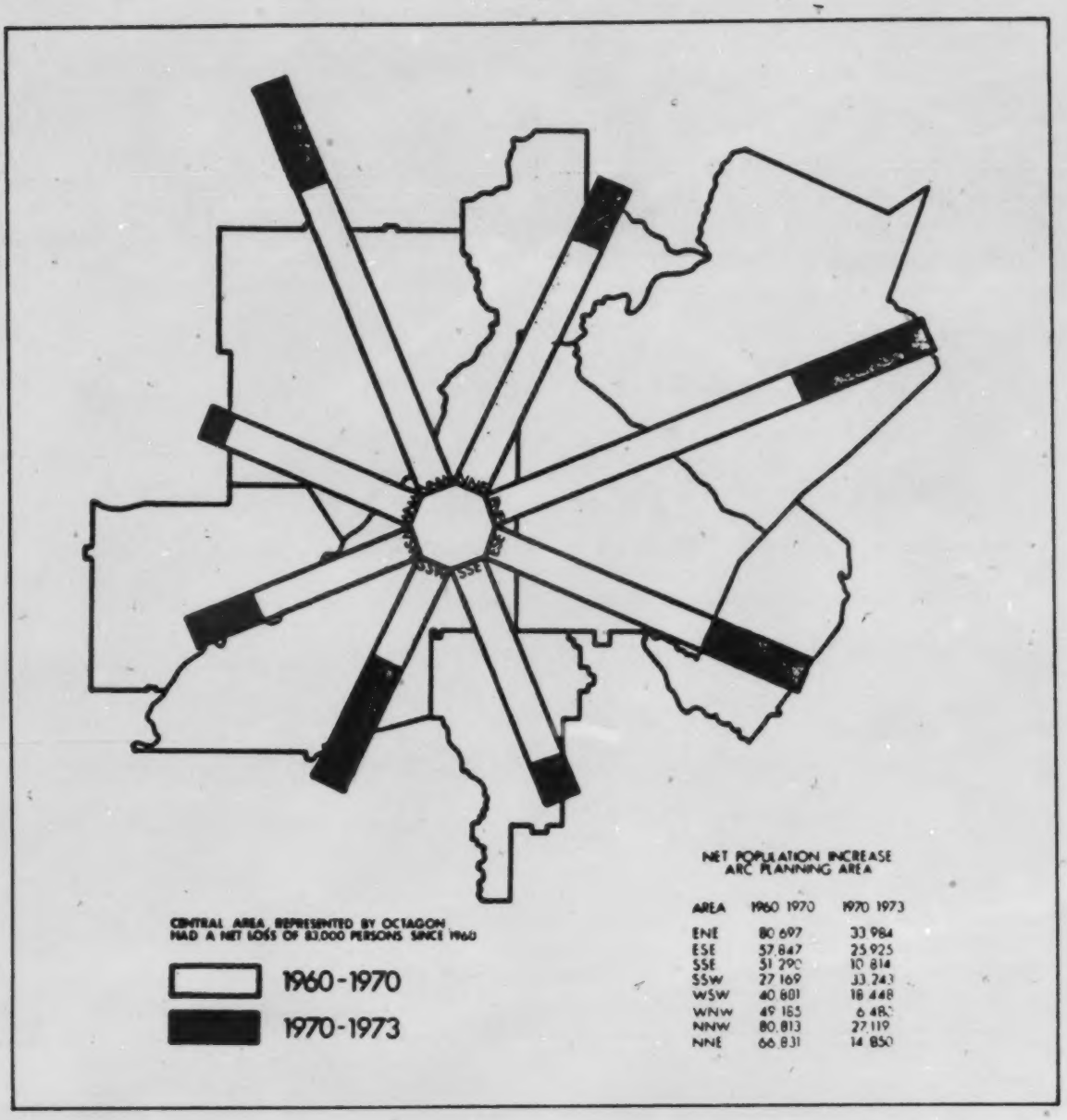
Population Data By Counties
For the Study Area

	1950			1960			1970			1975		
County	Population	% of Total	Avg. Annual Increase (%)	Population	% of Total	Avg. Annual Increase (%)	Population	% of Total	Avg. Annual Increase(%)	Population	% of Total	Avg. Annual Increase(%)
Clayton	22,872	3.1	-	46,365	4.4	7.3	98,126	6.8	7.8	131,200	7.9	6.0
Cobb	61,830	8.3	-	114,174	10.9	6.3	196,793	13.7	5.6	249,800	15.1	4.9
DeKalb	136,395	18.2	-	256,782	24.6	6.5	415,387	29.0	4.9	463,600	28.1	2.2
Fulton	473,572	63.4	-	556,146	53.3	1.6	605,210	42.2	.8	618,100	37.4	.4
Gwinnett	32,320	4.3	-	43,541	4.2	3.0	72,349	5.0	5.2	115,400	7.0	9.8

Source: Atlanta Regional Commission's monograph 1975 Population and Housing, p. 7.

FIGURE 2

DIRECTIONS OF GROWTH IN THE
ATLANTA REGION


CENTRAL AREA, REPRESENTED BY OCTAGON
HAD A NET LOSS OF 83,000 PERSONS SINCE 1960
1960-1970
1970-1973
NET POPULATION INCREASE
ARC PLANNING AREA
AREA 1960 1970 1970 1973
ENE 80 697 33 984
ESE 57 847 25 925
SSE 51 290 10 814
SSW 27 169 33 243
WSW 40 801 18 448
WNW 49 163 6 48[illegible]
NNW 80 813 27 119
NNE 66 831 14 850

Source: Atlanta Regional Commission, 1975 Population and Housing, p. 5.

(1) The east northeast area (north central DeKalb and south Gwinnett Counties) gained almost 34,000 people during the period 1970-1973.

(2) The south southwest area (South Fulton including College Park, Hapeville, Fairburn, and Union City; and North Clayton in the Riverdale vicinity) experienced a population increase of about 33,200 during the early 1970's.

(3) The population in the north northwest area (North Fulton including Sandy Springs; also, East Cobb County including Smyrna and Marietta) increased by approximately 27,000 over a three-year period (1970-1973).

(4) The east southeast area (including south central DeKalb and Rockdale County) gained nearly 26,000 people from 1970-1973 (See Figure 3).

Although the population estimates are a few years old, current data indicate those specific growth points outlined above remain important sites for further suburban expansion. Since the above areas appear to have great potential for residential development, it may be assumed that these locations will continue to grow through the end of the 1970's.

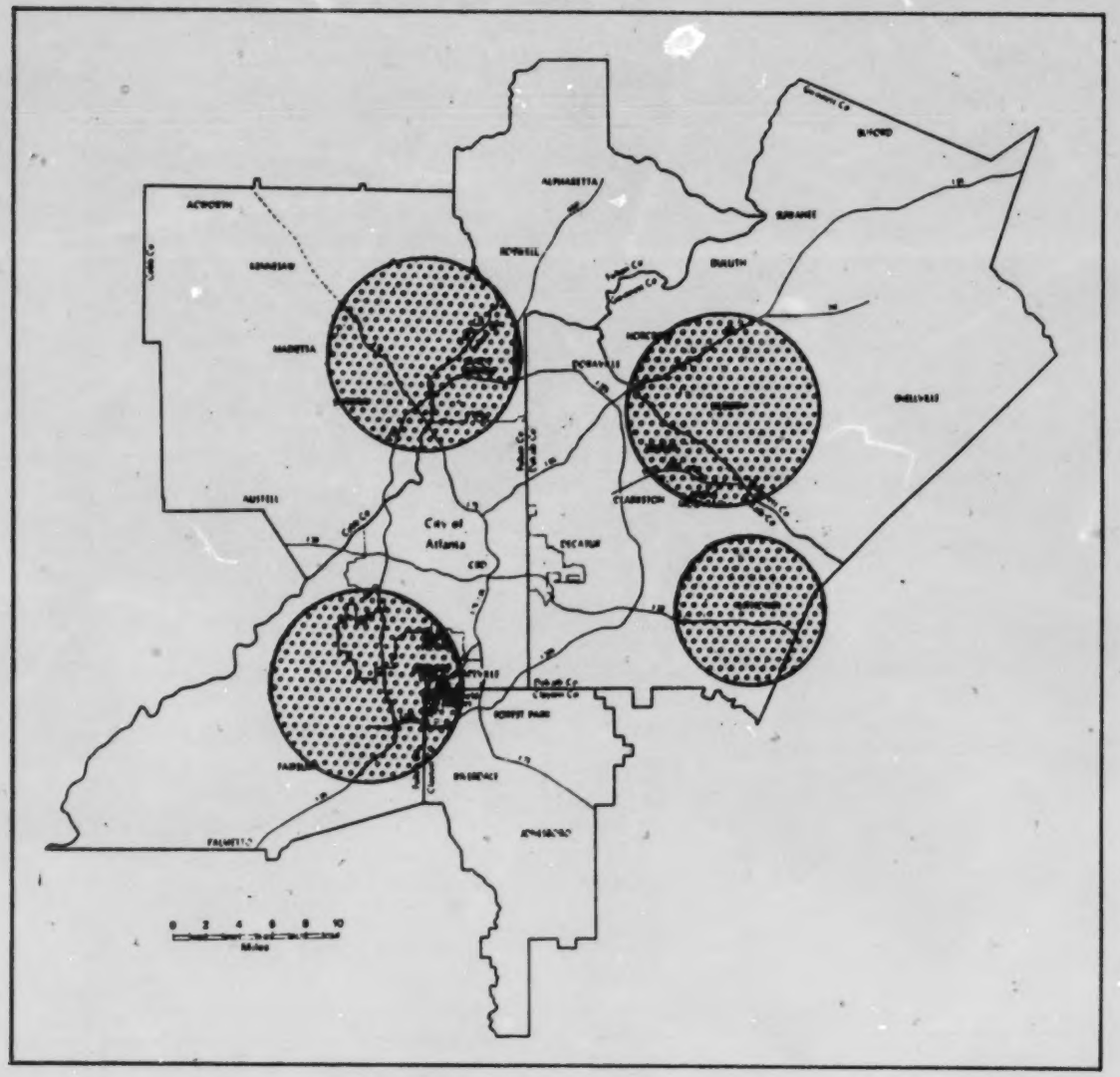
Based on the Atlanta Regional Commission's Regional Development Plan (1976), continued growth is forecast for the region through the year 2000 (see Table 3 for ARC's growth projections and Table 4 for the Georgia Department of Labor's population projections 1970-2000). At that time, the population in the Atlanta region will account for almost 55 percent of the state's total population. The last two decades in this century will usher in a "slowing down" period of growth for Atlanta.

Demographic Characteristics

Atlanta's regional population presents a wide diversity of socioeconomic groups. Increasing employment opportunities in the area have resulted in a

FIGURE 3

GROWTH CENTERS
ATLANTA REGION



Adapted from the Atlanta Regional Commission's 1975 Population and Housing monograph.

Table 3

ANTICIPATED AVERAGE ANNUAL INCREASE IN NUMBER OF PERSONS AND PERCENT INCREASE PER DECADE ATLANTA REGION 1970-2000

Year	Number of Persons Per Year	Percent Increase Per Decade
1970	39,265	37.6
1980	55,430	38.6
1990	69,590	34.9
2000	79,130	29.4

Note: In this table the Atlanta region refers to the seven-county planning area of the Atlanta Regional Commission.

Source: Atlanta Regional Commission, Regional Development Plan, 1976.

Table 4

POPULATION PROJECTIONS
FOR THE ATLANTA FIVE-COUNTY AREA
1980-2000

County	1970	1980	1985	1990	2000
Clayton	98,126	152,700	182,300	213,200	267,700
Cobb	196,793	260,600	296,300	333,800	397,400
DeKalb	415,387	518,100	575,000	633,900	732,400
Fulton	605,210	573,800	568,900	565,900	539,600
Gwinnett	72,349	134,600	167,400	201,600	263,100
TOTAL	1,387,865	1,639,800	1,789,900	1,948,400	2,200,200

Source: Georgia Department of Labor Employment Security Agency, Georgia Labor Market Information Review Supplement, November, 1977.

Table 5

OCCUPATION DATA FOR THE
ATLANTA FIVE-COUNTY STUDY AREA

County	Professional			Managers & Administrators			Sales Workers			Clerical			Craftsmen			Operatives			Laborers			Service Workers		
	1960	1970	1975	1960	1970	1975	1960	1970	1975	1960	1970	1975	1960	1970	1975	1960	1970	1975	1960	1970	1975	1960	1970	1975
Clayton	764	4,383	6,994	1,288	3,486	4,449	773	2,956	3,701	1,161	10,453	15,006	3,333	7,782	10,074	2,603	4,166	4,622	593	1,667	2,073	533	3,049	4,106
Cobb	3,159	13,002	20,750	3,167	7,423	9,947	1,947	6,746	8,836	2,416	18,490	28,536	7,521	15,201	19,679	6,305	9,151	10,153	1,486	2,674	3,207	1,321	6,270	8,040
DeKalb	10,250	34,626	55,260	11,187	23,378	29,836	9,437	20,667	25,878	6,513	43,283	62,138	11,640	19,864	25,716	8,200	11,227	12,456	2,481	5,505	6,601	2,844	13,222	16,955
Fulton	13,267	37,616	60,032	16,510	23,124	29,512	11,799	20,608	25,808	12,475	57,963	81,777	20,559	26,532	34,348	24,616	26,245	29,118	10,497	12,945	15,523	13,307	29,972	38,436
Gwinnett	427	2,904	4,634	882	2,248	2,759	451	2,126	2,784	708	5,809	8,997	2,601	5,830	7,547	3,639	5,308	5,889	841	1,331	1,596	340	1,841	2,841
TOTAL	27,867	92,531	147,670	33,034	59,659	76,503	24,407	53,103	67,007	23,273	135,998	196,454	45,654	75,209	97,364	45,363	56,097	62,238	15,898	24,122	29,000	18,351	54,354	70,378

SOURCE: Bureau of the Census.

NOTE: 1960 and 1970 data were obtained from the Bureau of the Census, Characteristics of the Population. 1975 estimates were based on average yearly percent increase from 1960 to 1970 for each occupation type, and this percent increase was extrapolated to 1975. This procedure was based on the assumption that ARC's figures for continued growth in all occupational areas, as well as continued population growth were accurate.

major influx of people into the region. Hartshorn (1976) surmised in his vignette, Atlanta: Metropolis in Georgia:

> The overwhelming share of Georgia's employment, retail sales, and future growth potential lies within the greater Atlanta area. No other city in Georgia approaches Atlanta's size, and hence the whole state is in its shadow. (p. 15)

The changing character of Atlanta's occupational structure from 1960 to 1970 (and 1975) presents a picture of substantial growth in some occupational groups. For example, the five-county area experienced a 232 percent increase in professional workers from 1960 to 1970. Other occupational groups also recognized large gains: managers and administrators--81 percent; sales workers--118 percent; clerical workers--484 percent; craftsmen--65 percent; operatives--24 percent; laborers--52 percent; and serviceworkers--196 percent (see Table 5 for occupational totals). Rough estimates on the occupational structure for 1975, prepared by the author, reflect a continued upward trend in employment.

The influx of new residents into Atlanta resulted in a major shift in population from the central city to outlying suburban areas. This movement affected the racial composition of some counties within the region (see Table 6 for the racial composition of the study area). Some counties, such as DeKalb and Fulton, had a relatively high percentage increase in black population, while others such as Clayton, Cobb, and Gwinnett experienced decreases in percentages of blacks. The decrease in black population for these three counties results from both the influx of white migrants from outside the Atlanta region and the movement of whites from within the central city to suburban locations.

The general age distribution for the study area remained relatively stable from 1960 to 1970. During this period, only slight decreases occurred in the following age groups: those 19 years and under, the 30-39 age group, the 40-49 age group, and the 50-59 age group. On the other hand, there were increases

Table 6

RACIAL COMPOSITION OF THE ATLANTA
FIVE-COUNTY STUDY AREA: 1960-1970

County	Racial Composition 1960					Racial Composition 1970				
	White Population		Non-White Population		Total Population For Each County	White Population		Non-White Population		Total Population For Each County
County	N	Percent of County Total	N	Percent of County Total		N	Percent of County Total	N	Percent of County Total	
Clayton	41,595	89.7	4,770	10.3	46,365	93,394	95.5	4,447	4.5	97,841
Cobb	106,096	92.9	8,078	7.1	114,174	188,160	95.8	8,180	4.2	196,340
DeKalb	234,370	91.3	22,412	8.7	256,782	357,514	86.3	56,874	13.7	414,388
Fulton	362,923	65.2	193,403	34.8	556,326	368,524	60.8	237,439	39.2	605,963
Gwinnett	40,035	91.9	3,506	8.1	43,541	68,551	94.9	3,692	5.1	72,243
All Counties	785,019	77.2	323,169	22.8	1,017,188	1,076,143	77.6	310,632	22.4	1,386,775

NOTE: The non-white category for 1970 includes only the black population.

SOURCE: Bureau of the Census, 1960 and 1970.

occurring for two age groups: those 20-29 years of age, and the 60 years and older group (see Table 7). The increase in the age category 20-29 years of age most likely reflects the aging of those individuals in lower age groups, as well as the influx of young people from economically disadvantaged areas within and outside the State. The increase in the category over 60 reflects the general aging of the population during the decade.

Family income data from the 1970 census reflects a varied distribution for the Atlanta area (see Table 8). Income of the majority of families falls below the $15,000 income level. Over one-fourth of the families in Cobb and one-third of the families residing in DeKalb have incomes over $15,000. The median family income is $11,247 and $12,137 respectively. Fulton and Gwinnett counties contain the largest percentage of families with incomes lower than $10,000. The reason for this large percentage is that figures for Fulton County include those severely economically depressed areas in the city of Atlanta, while Gwinnett County, in the late 1960's and early 1970's was just beginning to emerge as a prime location for residential, commercial, and industrial development. The percentage breakdown as of 1969 provided in Table 8 does not reflect the current economic status of Clayton and Gwinnett residents; the influx of professional and managerial workers has increased the percentage of families with incomes above $10,000.

In determining the feasibility of developing off-campus sites, it is important to know where various socioeconomic groups live. Previously, maps were provided to illustrate growth centers, while tabular data presented three aspects of demographic composition; however, it is felt that decision makers may obtain a better feel for demographic information if presented in map form (see Appendix B1).

A visual review of demographic factors affecting the potential market for outreach activities is provided in five Appendices. Appendix B1 depicts the location of professional and managerial workers in the five-county Atlanta

Table 7

AGE DISTRIBUTION FOR THE ATLANTA FIVE-COUNTY STUDY AREA

Age Distribution--1960

County	19 Yrs of Age & Under N	19 Yrs of Age & Under Percent of County Total	20-29 Years of Age N	20-29 Years of Age Percent of County Total	30-39 Years of Age N	30-39 Years of Age Percent of County Total	40-49 Years of Age N	40-49 Years of Age Percent of County Total	50-59 Years of Age N	50-59 Years of Age Percent of County Total	60 Yrs of Age & Over N	60 Yrs of Age & Over Percent of County Total	County Totals For All Age Groups
Clayton	20,980	45.3	7,294	15.6	7,642	16.5	4,927	10.6	2,793	6.0	2,729	5.9	46,365
Cobb	49,074	43.0	17,483	15.3	18,548	16.2	13,246	11.6	7,866	6.9	7,957	7.0	114,174
DeKalb	102,600	40.0	37,090	14.4	43,379	16.9	31,374	12.2	21,182	8.2	21,157	8.2	256,782
Fulton	208,458	37.5	79,145	14.2	77,118	13.9	72,557	13.0	57,285	10.3	61,763	11.1	556,326
Gwinnett	18,640	42.8	6,255	14.4	5,761	13.2	4,797	11.0	3,640	8.4	4,448	10.2	43,541
All Counties	399,752	39.3	147,267	14.5	152,448	15.0	126,901	12.5	92,766	9.1	98,054	9.6	1,017,188

Age Distribution--1970

County	19 Yrs of Age & Under N	19 Yrs of Age & Under Percent of County Total	20-29 Years of Age N	20-29 Years of Age Percent of County Total	30-39 Years of Age N	30-39 Years of Age Percent of County Total	40-49 Years of Age N	40-49 Years of Age Percent of County Total	50-59 Years of Age N	50-59 Years of Age Percent of County Total	60 Yrs of Age & Over N	60 Yrs of Age & Over Percent of County Total	County Totals For All Age Groups
Clayton	41,900	42.8	20,208	20.6	14,690	15.0	10,298	10.5	6,100	6.2	4,847	5.0	98,043
Cobb	79,939	40.6	34,870	17.7	28,980	14.7	23,750	12.1	15,545	7.9	13,709	7.0	196,793
DeKalb	164,198	39.6	71,932	17.3	57,454	13.8	53,254	12.8	34,895	8.4	33,654	8.1	415,387
Fulton	220,546	36.1	107,180	17.6	71,133	11.6	70,746	11.6	61,056	10.0	79,931	13.1	610,592
Gwinnett	29,631	37.9	12,387	15.8	10,083	12.9	7,704	9.8	5,963	7.6	12,544	16.0	78,312
All Counties	536,214	38.4	246,577	17.6	182,340	13.0	165,752	11.8	123,559	8.9	144,685	10.3	1,399,127

SOURCE: Bureau of the Census, 1960 and 1970.

TABLE 8

FAMILY INCOME DISTRIBUTION

ATLANTA FIVE-COUNTY STUDY AREA--1969

Family Income	Clayton Percent	Cobb Percent	DeKalb Percent	Fulton Percent	Gwinnett Percent
Under $9,999	41.3	40.7	36.0	53.7	52.8
$10,000-$14,999	38.4	33.7	30.9	22.7	30.6
$15,000-$24,999	18.0	22.0	26.4	14.1	14.1
$25,000 & Over	2.3	3.6	6.7	2.5	2.5
TOTAL	100.0	100.0	100.0	100.0	100.0
Median Income	$10,965	$11,247	$12,137	$9,359	$9,629

SOURCE: Bureau of the Census, 1970.

region. There are three major pockets of concentration for this occupational group: (1) North Fulton and East Cobb; (2) North and Central DeKalb; and (3) Southwest Atlanta. These residential locations have remained heavily populated by professional workers since 1970.

Appendix B2 presents residential concentrations of government workers. It may be noted that those associated with federal, state, and local governments are widely dispersed throughout the region; however, the map reflects sites where large numbers of government employees live. Some residential concentrations viewed on the map are associated with major government installations, such as Fort McPherson in southwest Atlanta. The changing nature of government employment (e.g., the post-Vietnam cutback in civilian employees at Fort Gillem in Forest Park) may result in changes in the residential locations of government workers.

Though Georgia has a mandatory attendance requirement for high school, there are significant sections of the five-county study area where there are large numbers of citizens without high school diplomas, as shown in Appendix B3.

Appendix B4 illustrates those sections of the Atlanta region where over 15 percent of the population have incomes below the poverty level. These areas compare closely with those of Appendix B3, the population without high school diplomas.

Since more emphasis is currently placed on educating "the older citizen", those residential areas where 10 percent of the population is 65 years of age or older are presented in Appendix B5. The largest number of older residents reside within the City of Atlanta (central and south Atlanta), the City of Decatur, the City of Marietta, and the extreme southern portion of Fulton County. These large numbers within the city limits represent those who moved to the city many years ago and are locked into the urban center as a result of the lack of financial resources (or desire) to move to outlying residential

locations.

As Atlanta's population has grown more diverse, the number of foreign residents has increased. Appendix B6 depicts those residential areas where approximately two to five percent of all residents are Spanish-speaking. The major residential site for this group seems to be the west central DeKalb area and unincorporated Fulton County just north of the city of Atlanta.

The six maps discussed above illustrate the diversity of Atlanta's population and provide some insight into the geographic distribution of various socioeconomic groups. It is important to recognize that as Atlanta grows, the status of those residential sites may change.

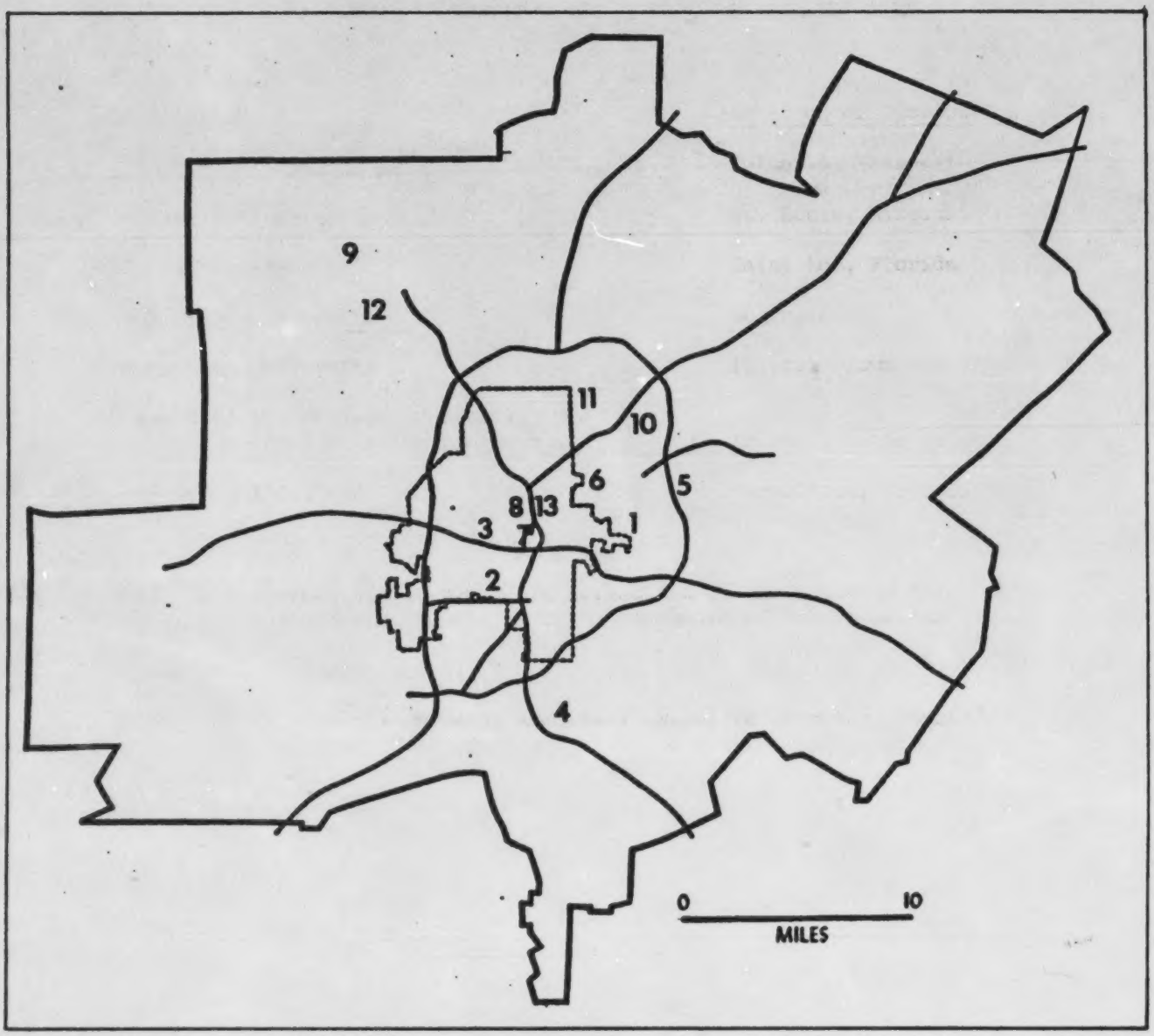
Existing Institutions of Higher Education Serving the Atlanta Region

Georgia State University represents only one of many public and private schools operating in the Atlanta area (see Figure 4). The total number of students enrolled at GSU is about 28 percent of all students enrolled in the Metro area. This enrollment overshadows that in other local institutions (see Table 9); however, junior college enrollment is very large. Local junior colleges are the feeder schools from which Georgia State receives many students (about eight percent of the transfer students at GSU come from DeKalb Community College). Other public and private schools in the area also draw from local junior colleges.

Institutions which offer courses in the Atlanta area, but are not physically located here, represent another facet of higher education services in the region. Although many of these institutions are located in other states, they offer degree programs (i.e., external degree programs) to citizens in the Atlanta area. It is not known how many students are enrolled or the types of degrees offered. No information is available as to whether or not these institutions provide special sites for course offerings. These schools are capturing some of the student market in the region and this should be noted.

FIGURE 4

PUBLIC AND PRIVATE COLLEGES/UNIVERSITIES
SERVING THE ATLANTA AREA



1. Agnes Scott College
2. Atlanta Junior College
3. Atlanta University Complex
4. Clayton Junior College
5. DeKalb College
6. Emory University
7. Georgia State University
8. Georgia Institute of Technology
9. Kennesaw Junior College
10. Mercer University (Atlanta Division)
11. Oglethorpe University
12. Southern Technical Institute
13. Atlanta College of Art

TABLE 9

1977 ENROLLMENT DATA BY INSTITUTION
FOR THE ATIANTA AREA

Institution	Total Enrollment	Percent of Total
Agnes Scott College	590	0.8
Atlanta Junior College	1,656	2.3
Atlanta University Complex	7,428	10.2
Clayton Junior College	3,107	4.3
DeKalb Community College	15,574	21.3
Emory University	6,752	9.3
Georgia State University	20,283	27.8
Georgia Institute of Technology	9,500	13.0
Kennesaw Junior College	3,211	4.4
Mercer University (in Atlanta)	1,104	1.5
Oglethorpe University	1,067	1.5
Southern Technical Institute	1,983	2.7
Atlanta College of Art	710	0.9
TOTAL	72,965	100

SOURCE: Yearbook of Higher Education: 1977-1978, Marquis Academic Media, 1977.

Table 10 provides a list of "out of region" institutions operating or initiating educational activities in Atlanta.

Competing local public and private institutions offer coursework similar to that provided by Georgia State; however, other institutions provide amenities which are not available at this university, such as suburban locations, free parking, landscaped surroundings, and in some cases (junior colleges), lower tuition fees. These amenities could make a difference in student preference for college attendance. Increased accessibility and a pleasing landscaped environment might be beneficial in attracting those students who do not want to travel downtown to spend several hours in an urban environment where concrete, steel, and glass abound.

GSU has a major cost advantage--the average annual tuition compares favorably with other public institutions and is far less expensive than local private colleges. Tuition payments at junior colleges are low, but are offset by the prestige factor involved in attending a university rather than a junior college. Student fees are minimal when compared with other institutions in the Atlanta area (see Table 11).

The greater diversity of programs offered at GSU is another positive factor in increasing enrollment. The reputation of some of the programs offered by the College of Business Administration is spreading throughout the United States. The graduate psychology program is also recognized nationally.

Important considerations affecting Georgia State's competitiveness with other institutions follows:

1. Need for flexibility in curriculum programming in order to better serve students in the area;

2. Acceptance of non-traditional programs as a means of providing educational services to those students requiring such programs;

3. Desire to maintain quality education;

4. Commitment to provide quality educational services to <u>all</u> Atlantans.

TABLE 10

"OUT-OF-REGION" INSTITUTIONS SERVING THE ATLANTA AREA

Institution	Location of Institution
Columbia College	Columbia, Missouri
Webster College	St. Louis, Missouri
St. Leo College	Saint Leo, Florida
Utah State University	Logan, Utah
Upper Iowa University	Fayette, Iowa
Roger Williams College (currently considering initiating programs)	Bristol, Rhode Island
West Georgia College	Carrollton, Georgia

NOTE: All schools listed above are accredited by the Southern Association of Colleges and Schools with the exception of Roger Williams College.

SOURCE: Mrs. Virginia Darnell, Assistant Executive Director, Commission on Colleges, Southern Association of Colleges and Schools.

Table 11

AVERAGE ANNUAL TUITION FOR INSTITUTIONS
IN THE ATLANTA AREA--1977

Institution	Average Annual Tuition
Private Schools	
Agnes Scott College	$2,700
Atlanta College of Art	$2,000
Atlanta University Complex	$1,520
Emory University	$3,450
Mercer University	$1,701
Oglethorpe University	$3,586
Public Colleges and Universities	
Georgia Institute of Technology	
(In-State)	$2,723 - $3,053
(Out-of-State)	$3,878 - $4,208
Georgia State University	
(In-State)	$570
(Out-of-State)	$1,675
Southern Technical Institute	
(In-State)	$508
(Out-of-State)	$822
Junior Colleges	
Atlanta Junior College	
(In-State)	$116
(Out-of-State)	$168
Clayton Junior College	
(In-State)	$318/3 qtrs.
(Out-of-State)	$792/3 qtrs.
DeKalb Community College	
(In-County)	$350
(In-State)	$600
(Out-of-State)	$850
(Foreign)	$1,000
Kennesaw Junior College	
(In-State)	$318
(Out-of-State)	$474

NOTE: The average annual tuition figures do not include housing and sustenance as specified by the data collecting group, Marquis Academic Media. However, the data for the Georgia Institute of Technology presents a discrepancy. It appears that food and housing is included.

SOURCE: Yearbook of Higher Education: 1977-1978, Marquis Academic Media, 1977.

Accepting these factors as critical components for encouraging student enrollment, GSU should be able to increase enrollments and maintain the quality expected from a major institution of higher education.

Identification of Potential Markets

Users of GSU's satellite campuses can be categorized broadly as:

1. The traditional student (high school graduates, transfer students from junior and senior colleges, and students returning for advanced degrees;

2. Professional and managerial workers who want to take courses for the purpose of upgrading job-related skills and knowledge;

3. Married women who want to obtain college degrees in order to reenter the job market;

4. Individuals who require remedial work before entering college;

5. Others who take continuing education classes for their own personal satisfaction and fulfillment.

The markets designated above were derived from extensive discussions with members of the Academic Outreach Committee. It was felt that these specific groups would benefit most from the expansion of educational services to outlying sites.

The Traditional Student

The traditional student has been the mainstay of enrollment in colleges and universities. With the end of post-World War II baby boom enrollment during the 1970's, the number of traditional students entering higher education has dwindled. Academic institutions have reacted to this by lowering admission standards, offering more scholarships, and in some cases, adjusting requirements for graduation to benefit the student. An additional method of attracting these students to an institution is to make educational services more convenient while maintaining their quality.

High School Graduates. High school graduates are a major portion of the traditional student market. In recent years, more graduates have found it difficult to enter the job market immediately, as they are competing with recent college graduates for job offerings. The business cycle influences the participation levels of graduates; however, current societal attitudes are also crucial.

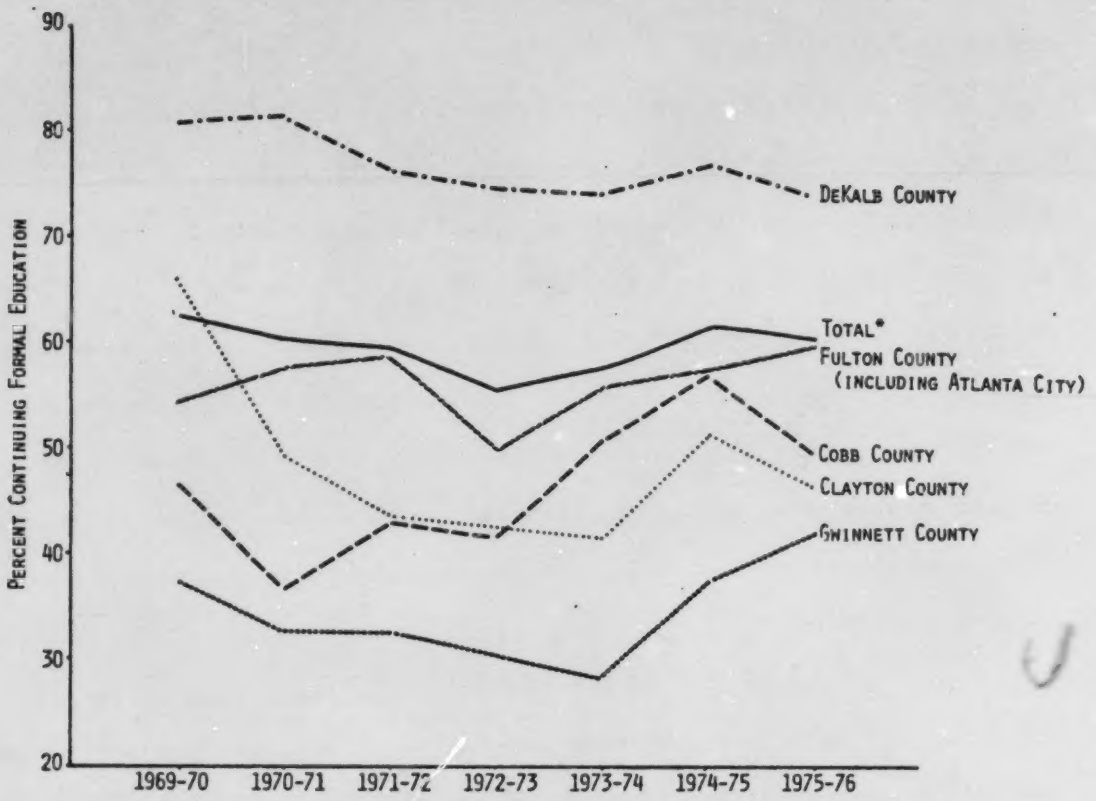
In the early 1970's, military activities of the United States in southeast Asia encouraged both higher rates of college enrollment among high school graduates (as a result of the draft) and a stronger commitment to remain in school from those already enrolled. Figure 5 presents data for high school graduates in the Atlanta area illustrating the number of graduates continuing their formal education and type of institution attended by those who continued. These tables support the contentions introduced previously, i.e., a fewer number of graduates entering during the withdrawal period from Vietnam (1970-73) and a fewer number of entries during the recovery period from the recent economic recession (1975-76).

Though the percentages of high school graduates continuing their formal education has fluctuated, the overall number of graduates from local county systems has increased from 1970 (14,599) to 1976 (18,340). Municipally-controlled school systems, including Atlanta, Decatur, and Marietta, are exceptions. In fiscal year 1976, approximately 60 percent of all high school graduates continued their formal education (see Figure 5). The other 40 percent did not go to college; there may be intervening factors which discouraged their attendance, including tuition, fees, and location of the institution.

For the period 1969-1976, an average of 56 percent of the high school graduates continuing their education were enrolled in four-year institutions as compared with 27 percent attending junior colleges (Georgia Department of Education, 1976). Although junior colleges have attracted large numbers of students, it seems obvious that the senior college and universities maintain

FIGURE 5

HIGH SCHOOL GRADUATES IMMEDIATELY CONTINUING FORMAL EDUCATION
FIVE-COUNTY ATLANTA AREA*
1969-1976



*SMALL CITY SCHOOL SYSTEMS SUCH AS MARIETTA, BUFORD, AND DECATUR WERE NOT INCLUDED.
SOURCE: GEORGIA DEPARTMENT OF EDUCATION

wide appeal to high school graduates. Among the four year public institutions most favored by local high school graduates are (1) Georgia State University, which obtained about 27 percent of all graduates from high schools in the five-county Atlanta area; (2) University of Georgia, which obtained about 15 percent of all high school graduates; (3) Georgia Institute of Technology, West Georgia College, and Georgia Southern College, who together obtained about three percent of all graduates (see Table 12).

In order to delineate the location from which GSU draws its high school graduates, an analysis of recent entering freshmen was made. The results, presented in Table 13, show that DeKalb County high schools are the major feeder schools for Georgia State, with the City of Atlanta and Fulton County systems also supplying large numbers. The majority of high school graduates come from outlying suburban locations; however, graduates from the City of Atlanta comprise 19 percent of the freshman class.

Transfer Students from Junior Colleges. Four large junior colleges currently serve the Atlanta area. Total enrollment for these four institutions is 23,548 (see Table 9). Thirty two percent of all college students are enrolled in the four junior colleges. These institutions act as feeder colleges to GSU. In fact, 8 percent of GSU's student body has transferred from DeKalb Community College, or over 12 percent of all transfer students. The sheer magnitude of the number of transfer students (approximately 60 percent of all GSU students) illustrates the importance of this student market to the university.

Determining the residential location of potential transfer students would be a mammoth task. It would require data being made available by local junior colleges which presently is not collected or published in a systematic manner.

Graduate Students. In the fall quarter, 1977, 34 percent of the student

Table 12

Percent Distribution of Graduating High School Seniors (1975)
in the Five-County Atlanta Area
Attending Four Year Public Institutions in Georgia

Institution	Clayton N=111	Cobb N=406	DeKalb N=1521	Fulton N=607	Gwinnett N=104	5-County Total N=2576
Georgia Institute of Technology	3.4	4.3	5.8	*	2.5	3.3
Georgia State University	23.1	21.3	29.0	35.5	16.8	27.1
Medical College of Georgia	-	-	.2	.1	-	.2
University of Georgia	9.9	13.2	19.1	17.8	16.4	15.2
Albany State College	-	.1	.2	.9	.5	.4
Armstrong State College	.9	-	.2	.1	-	.2
Augusta College	.2	-	**	-	-	**
Columbus College	-	.1	-	.2	.2	.1
Fort Valley State College	-	-	**	.7	-	.2
Georgia College	.9	.3	.3	.7	.2	.5
Georgia Southern College	1.2	2.4	3.4	3.6	2.5	3.1
Georgia Southwestern College	-	-	.2	.1	-	.1
North Georgia College	.9	1.1	1.3	.4	1.2	.9
Savannah State College	-	-	-	.5	-	.2
Southern Technical Institute	.7	5.3	.7	1.8	.9	1.3
Valdosta State College	.9	1.4	1.2	1.1	.7	1.1
West Georgia College	2.7	4.3	2.3	3.4	1.9	3.0

* No data were available
** Less than .1 percent

Source: Office of Institutional Planning, Georgia State University. The data were obtained from the Georgia Department of Education and the Board of Regents.

Table 13

METRO ATLANTA HIGH SCHOOLS FROM WHICH CSU RECEIVED ENTERING FRESHMEN
FALL QUARTER, 1977

Location	High School	Number of Entering Freshmen	Percent of Total Freshmen in the Metro Area
Clayton County	North Clayton	9	1.3
	Forest Park	8	1.1
	Jonesboro	4	0.6
	Morrow	4	0.6
Total		25	3.5
Butts County	Jackson	1	0.1
Cobb County	North Cobb	1	0.1
	South Cobb	4	0.6
	Pebblebrook	7	1.0
	Marietta	2	0.3
	Osborne	6	0.8
	Sprayberry	6	0.8
	Wheeler	13	1.8
	McEachern	1	0.1
	Campbell	16	2.2
	Wills	6	0.8
Total		62	8.9
Cherokee County	Cherokee	1	0.1
DeKalb County	Briarcliff	14	1.9
	Crosskeys	14	1.9
	Druid Hills	5	0.7
	Lakeside	26	3.6
	Marist	5	0.7
	St. Pius	22	3.1
	Walker	6	0.8
	Avondale	7	1.0
	Chamblee	19	2.6
	Henderson	26	3.6
	Clarkston	17	2.4
	Columbia	15	2.1
	Riverwood	1	0.1
	Decatur	12	1.7
	Gordon	5	0.7
	Shamrock	19	2.6
	Southwest DeKalb	19	2.6
	Towers	20	2.8
	Sequoyah	17	2.4
	Dunwoody	19	2.6
	Cedar Grove	3	0.4
	Kittredge	3	0.4
	Berkmar	14	1.9
	Lithonia	6	0.8
	Stone Mountain	18	2.5
	Tucker	22	3.1
Total		354	49.2
Douglas County	Douglas	6	0.8
	Lithia Springs	10	1.4
Total		16	2.2
Fulton County (Outside Atlanta Only--See City of Atlanta)	Crestwood	3	0.4
	Milton	1	0.1
	Riverwood	8	1.1
	Ridgeview	5	0.7
	College Park	2	0.3
	Woodward	5	0.7
	Lakeshore	6	0.8
	M. D. Collins	14	1.9
	North Springs	7	1.0
	Briarwood	9	1.3
	Headland	11	1.5
	Colonial Christian	3	0.4
	Russell	3	0.4
	Campbell	3	0.4
	Hapeville	7	1.0
	Palmetto	2	0.3
	Roswell	4	0.6
Total		93	12.9
Fayette County	Fayette	6	0.8
Forsyth County	Forsyth	1	0.1

Location	High School	Number of Entering Freshmen	Percent of Total Freshmen in the Metro Area
Gwinnett County	Duluth	3	0.4
	Parkview	7	1.0
	Norcross	5	0.7
	Greater Atlanta Christian	2	0.3
	South Gwinnett	2	0.3
Total		19	2.6
Paulding County	Paulding	1	0.1
Rockdale County	Rockdale	3	0.4
Walton County	Loganville	1	0.1
	Monroe	1	0.1
Total		2	0.3
City of Atlanta	Washington	9	1.3
	Brown	5	0.7
	Carver	2	0.3
	Douglas	13	1.8
	Fulton	2	0.3
	Harper	11	1.5
	Grady	12	1.7
	Turner	4	0.6
	Price	6	0.8
	Murphy	2	0.3
	North Fulton	16	2.2
	Northside	11	1.5
	Pace Academy	1	0.1
	Roosevelt	3	0.4
	Archer	1	0.1
	Southwest	5	0.7
	Therrell	8	1.1
	George	3	0.4
	West Fulton	3	0.4
	Westminister	3	0.4
	Westwood	3	0.4
	Bass	2	0.3
	Peachtree	11	1.5
Total		136	18.9
Entering Freshmen from Metro High Schools		720	
Entering Freshmen from Outside the Metro Area		103	
Missing Data		17	
Total		840	

NOTE: Freshmen in this table represent those students who graduated from high school in 1977 and entered GSU in the fall quarter, 1977.

SOURCE: Office of Institutional Planning, Georgia State University. The data were obtained from the Office of the Registrar.

body (or 6,828) were classified as graduate students (Smith, 1977, p. 33). Although graduate enrollment represents a major portion of students enrolled, there has been a 12 percent decline in the absolute number of graduate students as compared with fall quarter, 1975 (Smith, 1975, p. 26). A slight decline in the number of masters' degrees conferred is illustrated in Figure 6. This decline appears attributable to the decreased interest in master level programs in the field of education (see Figure 7), as those education majors in the metropolitan area have completed degree requirements for certification as specified by their school systems.

Although GSU has experienced a decline in graduate enrollment, the 1977 Institutional Self-Study Report presents an optimistic point-of-view, indicating that modest growth is expected in graduate degree programs both on the main campus and through expansion of off-campus course offerings, which are taught at local high schools and junior colleges.

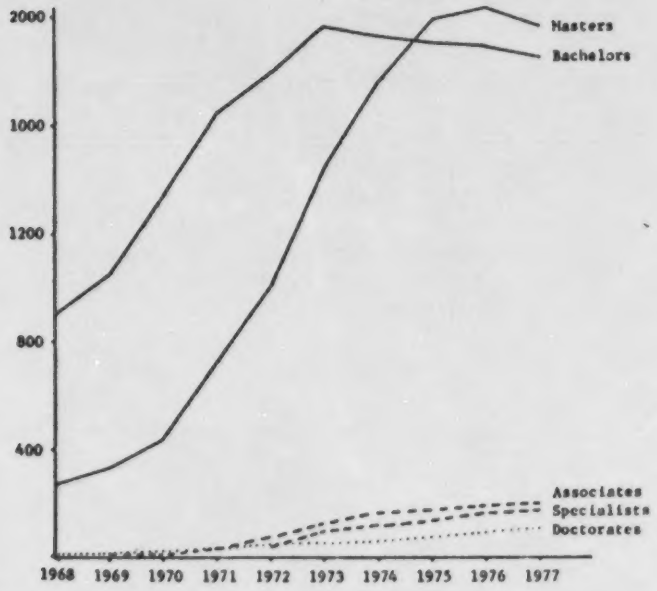
The market for graduate enrollment appears encouraging in some disciplines. Enrollment in graduate business has increased slightly (1.1%) over 1975's enrollment level. Departmental self-study reports of the College of Business, as reported by Schreiber (1976, p. 23) estimated that enrollment will increase moderately over the next decade. Moderate growth in enrollment is also expected in the public affairs programs such as the Master of Governmental Affairs and the Master of Science in Urban Life (Schreiber). Atlanta's position as the center of public sector employment in Georgia will encourage enrollment in GSU's public affairs programs.

Schreiber (1976, p. 24), in summarizing the findings of the University Self-Study Committee on Graduate Programs, stated:

> The previous section on demand considerations (for graduate programs) indicates that there are several, mostly non-traditional, areas in which significant increases in graduate student demand could be expected in the Atlanta metro area during the coming decade, given an expectation of continued above-average growth in the population of the Atlanta metro area. However, as has been pointed out several places in the preceding section, the extent to which such demands will be translated into graduate

FIGURE 6

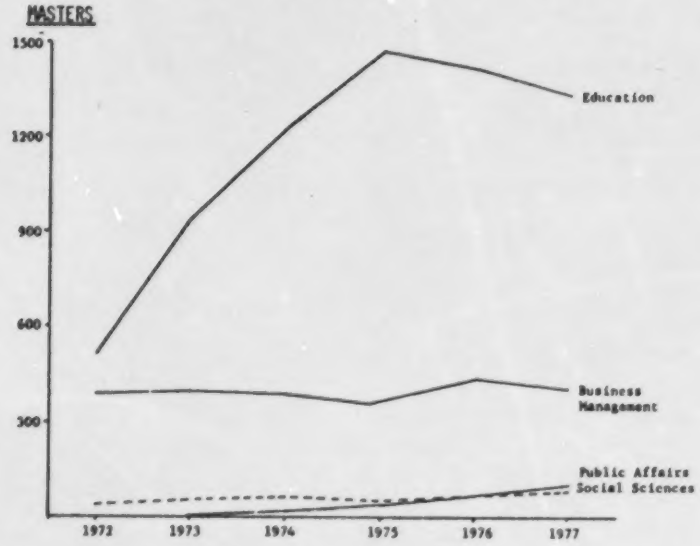
GEORGIA STATE UNIVERSITY
GROWTH IN DEGREES CONFERRED BY LEVEL
FY 1967 - FY 1977



SOURCE: Provost's Annual Reports

FIGURE 7

GEORGIA STATE UNIVERSITY
GROWTH IN SELECTED MASTERS DEGREES BY FIELD, FY 1972 - FY 1977



SOURCE: Assistant Vice President for Institutional Planning
(Based Upon HEGIS Reports)

student enrollments at Georgia State University depends on whether GSU will be willing and able to cater to such demands.

Professional and Managerial Workers

As occupations have become more specialized, professional and managerial workers have been forced to respond to this specialization in various ways. One primary response has been to enroll in a college or university to take courses to upgrade knowledge and skills in a particular field. Some colleges and universities have recognized the potential markets and have instituted new courses, credit and noncredit, to meet the demand.

The market potential for this group appears great. As previously discussed, the Atlanta five-county area experienced a 232 percent increase in professional workers from 1960 to 1970. Seventy eight percent of this group reside in the DeKalb and Fulton County area (Table 5). In 1970, professional workers represented 17 percent of the total employment in Atlanta in the eight major occupation categories.

The Public Service Division of the University offers extensive occupational improvement programs. Tables 14 through 19 provide a description of 23,943 participants in 1,125 public service programs. Forty two percent of these participants were registered for occupational improvement programs (Table 19).

Married Women

As the demand for higher education has increased, the types of student markets have changed. Where previously the student market was composed of young, single students, now the students range in age from 17 to 65 with a large number of married women included. The need to supplement the family income, the desire to enter a career field for personal satisfaction, to develop self-sufficiency, and to broaden educational horizons have encouraged many married women to enter degree programs.

PUBLIC SERVICE PROGRAMS AND PARTICIPANTS, 1976

Table 14
Residence Location
Within the Eight County Atlanta Metropolitan Area

County	Number of People	% of Those in Eight County Area
Clayton	506	3.4%
Cobb	1,183	8.1%
DeKalb	5,806	39.2%
Douglas	144	.9%
Fulton	6,486	44.2%
Gwinnett	453	3.1%
Henry	81	.5%
Rockdale	89	.6%
Total	14,748	100.0%
Percent of total respondents in the eight-county area		62.0%

Table 15
Description by Sex

Sex	Number
Male	8,913
Female	12,826
Unknown	2,204

Table 16
Age Distribution

Years of Age	Number
Under 22	1,770
22 - 35	10,600
36 - 55	6,510
56 and over	1,190
Unknown	3,873

Table 17
Education Description

Level	Number
High School	2,058
Vo-Tech School	995
1 yr. college	894
2 yrs. college	1,473
3 yrs. college	1,372
4 yrs. college	6,190
5 yrs. college	2,626
6 yrs. college	2,138
Unknown	6,197

Table 18
Year of Last Program Attendance

Year	Number
1972	217
1973	1,831
1974	3,719
1975	7,866
1976	7,966
1977	1
Unknown	2,343

Table 19
General Type of Programs Attended

Type	Number
Problems and Issues of Society	3,279
Subjects of Personal Interest	290
Skills and/or Knowledge of Occupational Improvement	10,127
Subjects Related to Intellectual Skill Development	506
Subjects Related to Personal Life Problems and Demands	1,627
Unknown	7,664

Source: Public Service Division, Georgia State University

This potential student market has not been fully developed. Institutions are now realizing that there is a strong need for educational services for this group. A local Atlanta university is currently directing its promotional material to this market (Figure 8). The approach is exemplified by the title of the advertisement, "The Next Stage in Your Life". The university's location is stressed: "This program offers important advantages: a convenient and beautiful campus on the northern edge of Atlanta. . ." which suggests that because of its location there will be minimal traffic problems and that it is a "safe" (i.e., crime-free) place to attend school.

Table 20 indicates (1) the number of married females living in the Atlanta five-county study area; (2) the number of married females who are not employed, and (3) the number of married females attending GSU. DeKalb and Fulton Counties contain the largest number (65 percent) of married women, with another large group (18 percent) located in Cobb County. Clayton and Gwinnett have the smallest percentage.

Remedial Students

For the last decade, scores on the Scholastic Aptitude Test have dropped nationally. At Georgia State University, Verbal and Mathematics scores have dropped approximately 25 points during this period (Smith, 1977, p. 42). The scores reflect a lack of preparedness for college work on the part of high school graduates. As a result of students' educational deficiencies, colleges and universities have created special programs for those students who require this remedial work. The magnitude of remedial activities at GSU is shown by the relatively large percentage of entering freshmen (23 percent) who enrolled in Developmental Studies in the fall quarter, 1977.

Table 21 indicates potential remedial students available, with the largest number located in three counties--Cobb, DeKalb and Fulton, including the City of Atlanta.

FIGURE 8

A NEWSPAPER ADVERTISEMENT
FOR A UNIVERSITY PROGRAM

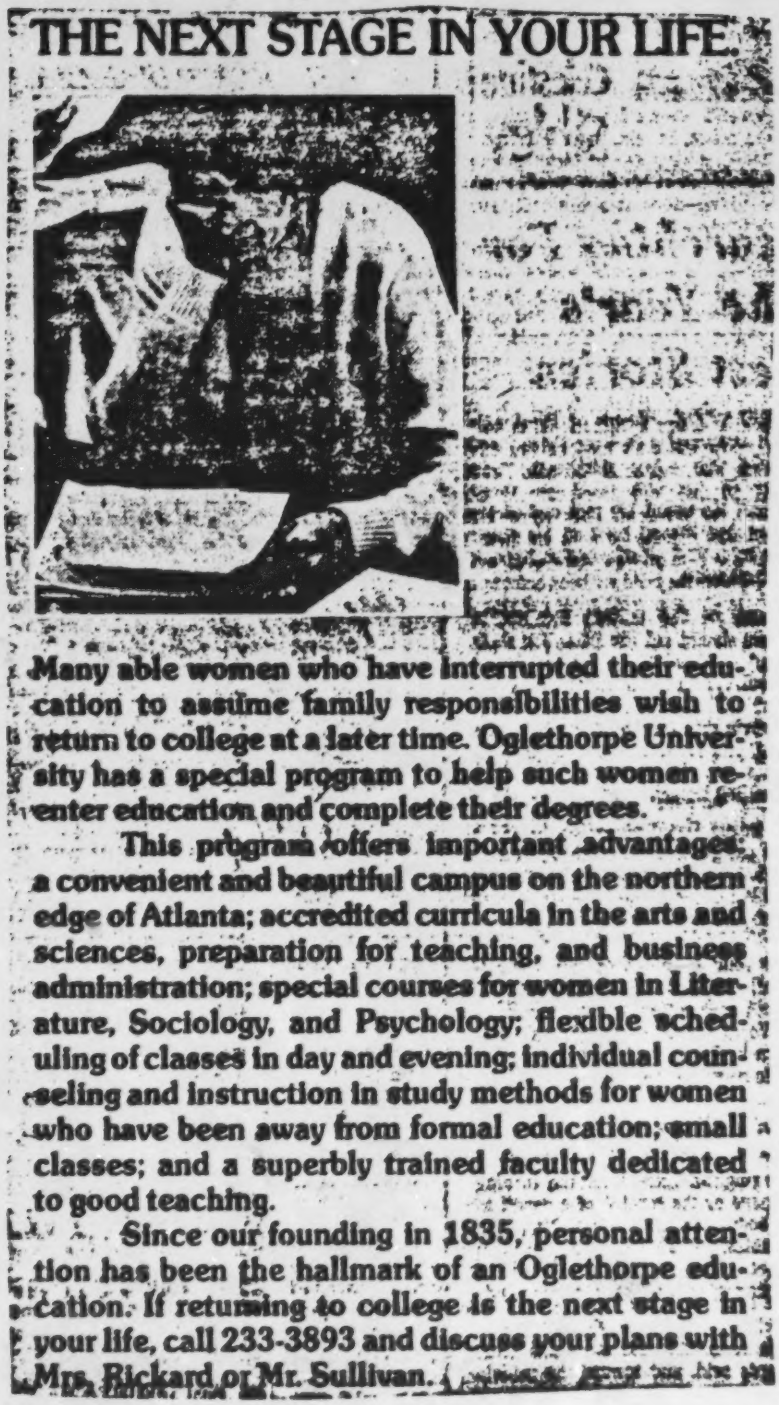

THE NEXT STAGE IN YOUR LIFE.
Many able women who have interrupted their education to assume family responsibilities wish to return to college at a later time. Oglethorpe University has a special program to help such women reenter education and complete their degrees.
This program offers important advantages: a convenient and beautiful campus on the northern edge of Atlanta; accredited curricula in the arts and sciences, preparation for teaching, and business administration; special courses for women in Literature, Sociology, and Psychology; flexible scheduling of classes in day and evening; individual counseling and instruction in study methods for women who have been away from formal education; small classes; and a superbly trained faculty dedicated to good teaching.
Since our founding in 1835, personal attention has been the hallmark of an Oglethorpe education. If returning to college is the next stage in your life, call 233-3893 and discuss your plans with Mrs. Rickard or Mr. Sullivan.

Table 20

A Comparison of the 1975 Estimated Number of Married Females Residing in the Atlanta Five-County Area With the Number of Married Females Attending Georgia State University--Fall, 1976

County	Estimated No. of Married Females, 1975	Estimated No. of Married Females Not Employed, 1975	Actual No. of GSU Married Female Students, 1976
Clayton	36,222	25,136	166
Cobb	64,665	45,266	262
DeKalb	119,350	83,545	1,511
Fulton	115,461	80,822	1,210
Gwinnett	23,496	16,447	121

Note: The estimated number of married females was generated by determining the yearly percent increase in the married female population (by county) from 1960 to 1970 from the Bureau of the Census, and this percentage was applied to the years 1970 to 1975. The data on married females (by county) attending Georgia State University were obtained from the Registrar's Student Data File.

Source: Office of Institutional Planning, Georgia State University.

Table 21

THE POTENTIAL MARKET FOR REMEDIAL STUDENTS
IN THE ATLANTA FIVE-COUNTY AREA--1975*

Location	Status of Remedial Students not Enrolled in an Institution of Higher Education		
	FT Employed	Unemployed	Total
Clayton County	147	37	184
Cobb County	344	62	406
DeKalb County	297	84	381
Fulton County	204	58	262
Gwinnett County	133	28	161
City of Atlanta	392	153	545
City of Buford	7	2	9
City of Decatur	19	11	30
City of Marietta	6	4	10
Total	1549	439	1988

* Remedial students have been designated as those students whose ability level places them in the lower fourth of their graduating class.

Source: Office of Institutional Planning, Georgia State University. The data were obtained from the Georgia Department of Education.

Estimating the number of potential students who, with remedial work, could enter GSU is difficult. After consultation with high school administrators and teachers, a demarcation line for requiring remedial work was pinpointed--those graduating in the lower fourth of their class. It must be recognized that all students at this level would not necessarily have the general aptitude for college work, nor the motivation to attempt it. Any estimate of the market for potential remedial students should be considered as very liberal.

Other Markets

As a result of the recent demand for non-credit courses for personal pleasure or enrichment, many universities have developed extensive "community" and "continuing" education programs. Williams (1978) in a recent article in Southern Living points to the enthusiastic response engendered from the local community. He discusses programs offered at three large universities in the south: University of Alabama at Birmingham, Memphis State University, and Georgia State University. Local residents who might take advantage of these programs represent a strong market for outreach activities.

Both Public Service and Special Studies offer such specialized courses, including "Your Next Step", Summer Series in Aging, exercise and yoga classes, and English as a Second Language, attended by foreign students who are not necessarily enrolled at GSU.

Alumni are another potential market. Their interest in continuing education programs was surveyed in 1974; 45 percent of respondents agreed that they would attend courses if offered in their local area. The majority of alumni (63 percent) responded in a positive manner to the expansion of the continuing education program (see question 44 in Table 22).

An analysis of the alumni file showed that 75 percent of the alumni live in the Atlanta region, including the Atlanta Standard Metropolitan Statistical

Table 22

Selected Questions from the 1974 Alumni Survey

Question No.

33. If GSU would offer non-credit courses in my local community, I would probably attend some of them.

152 (44.7%)	Agree
111 (32.6%)	Neutral
77 (22.6%)	Disagree

44. The Alumni Association could provide a great service to alumni by offering an expanded program of continuing education.

215 (63.0%)	Agree
97 (28.4%)	Neutral
29 (8.5%)	Disagree

Indicate your preference for the following times for continuing education:

84. No time

39 (14.6%)	Agree
67 (25.0%)	Neutral
162 (60.4%)	Disagree

85. Couple of days

112 (41.2%)	Agree
61 (22.4%)	Neutral
99 (36.4%)	Disagree

86. Weekend (possible Friday, Saturday, Sunday)

94 (33.7%)	Agree
62 (22.2%)	Neutral
123 (44.1%)	Disagree

88. Weekly scheduled 1 or 2 hour class

170 (57.6%)	Agree
56 (19.0%)	Neutral
69 (23.4%)	Disagree

Indicate your interest in the following continuing education programs:

89. Professional advancement or occupational improvement--latest trends and developments

257 (77.9%)	Agree
26 (7.9%)	Neutral
47 (14.2%)	Disagree

Table 22 - continued

90. Problems and issues of society such as health, government, social change

166 (51.4%)	Agree
53 (16.4%)	Neutral
104 (32.2%)	Disagree

91. Personal life problems and demands such as consumer understanding, family living, child development

147 (45.5%)	Agree
67 (20.7%)	Neutral
109 (33.7%)	Disagree

92. Personal interest such as leisure time activities, cultural enrichment, civic and economic understanding

188 (58.0%)	Agree
62 (19.1%)	Neutral
74 (22.8%)	Disagree

Selected questions and percentages of responses from 5,000 randomly selected alumni from 23,000 on list (22%), administered in October, 1974. 977 respondents (20% of survey population and 4% of total alumni) are included. This survey is included in OIP Report 75-15.

Source: Georgia State University Alumni Survey--1974, Wayne Strickland, Report No. 75-15, Office of Institutional Planning, Georgia State University, November, 1974.

Area, with relatively large concentrations in Stone Mountain, Tucker, Decatur, North Atlanta, Doraville, Marietta, College Park, and East Point.

Summary

This chapter has illustrated the importance of Atlanta as a major growth area in the southeast, drawing large numbers of professionals to the area. Recent population projections support this growth trend through the turn of the century. Georgia State's success in capturing potential students will depend on its ability to respond to the changing educational needs of the various markets addressed earlier.

Markets which should be investigated range from professional workers to high school graduates requiring remedial work. This diverse population will require numerous educational services as well as new delivery systems for them. One important method of extending GSU's educational activities is to take academic and non-credit courses and programs off-campus into the community. By making courses more convenient to students, GSU will show residents in the area that the university is concerned with providing all citizens a way to obtain desired educational goals.

The existing off-campus courses are limited, basically, to education and business majors. These courses are held at local high schools and junior colleges which have a low identity with GSU. This lack of identity reduces the feeling of student ties with the university.

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CHAPTER 4

LOCATIONAL AND ECONOMIC ANALYSIS FOR SATELLITE SITES

Physical Requirements for a Satellite Site

Planning for a satellite site dictates that there be some knowledge as to the physical requirements of the site (e.g., the number of classrooms required, parking space requirements, etc.). As yet, no space requirements have been officially proposed for satellite centers. For purposes of this report, it has been assumed that minimum size centers will be developed. These small centers will include enough space for five classrooms, administrative/faculty space, storage area, a reading area, and a small student lounge. The center would accommodate approximately 150 students. The minimum gross square footage requirements for one site range from 7,500 to 10,000 gross square feet. This minimum size would not include space for laboratory classes, large seminar rooms, or individual faculty office space. Once faculty size has been decided, that parameter can be considered also.

Factors Affecting Site Selection

Site development for satellite facilities requires an investigation of several factors considered important in a selection: (1) the location of the site should be near large population centers in order to increase accessibility; (2) adequate space must be available to accommodate classroom and administrative needs; (3) adequate parking must be available because most students will be using private automobiles; (4) adequate security for evening classes; (5) the lease or purchase price should not be exorbitant; and (6) the site should be highly visible to the local community.

Finding the "perfect" location for a satellite campus is virtually impossible and there will assuredly be trade-offs among the factors outlined

above. Various alternative locations for satellite campuses are analyzed below.

An Examination of Potential Satellite Sites

MARTA Station Sites

Several potential sites have been proposed by members of the Academic Outreach Committee. One alternative is locating satellite sites near MARTA stations. There are several problems associated with acquiring this space. Rental cost near the stations could be quite high as these sites will serve as anchor points for increased commercial development in the city. Another problem is that MARTA will not serve the total Atlanta region. By 1980 MARTA stations will extend from Avondale Estates in the east to Hightower Road in the west, and from Tenth Street in the north to Georgia State in the south. There will be bus lines to bring riders to the stations; however, only a small percentage of the population will be served, and the suburban residential areas in the northeast and northwest will be virtually unaffected by rapid rail development.

One major consideration in determining satellite sites involves the pattern of the home-to-work trips of Atlantans. In a recent article in the Atlanta Economic Review, Hartshorn (1978) points out that employment in the downtown area has decreased almost 6 percent since 1970 while employment in suburban areas outside the city increased 34 percent during the same period. This increase in suburban employment has resulted in a higher percentage of suburb-to-suburb work trips as opposed to suburb-to-city trips. Since most potential students probably work full-time or part-time, it is likely that a satellite campus located in a suburban area would provide a higher level of convenience to these students. They would pass a GSU satellite center during a work trip if such centers were placed along the perimeter highway.

If the central purpose of satellite campus development is to provide extended educational services to the community, then making the facilities convenient should be of prime importance.

Suburban Sites:

Based on market discussion in Chapter 3, it appears that the most advantageous site for satellite facility development would be near the perimeter highway (I-285). This placement would provide high accessibility to most residential areas in the five-county Atlanta area, especially the new growth centers in the region. Easy access is imperative because most potential users of the site will be traveling to class in private automobiles.

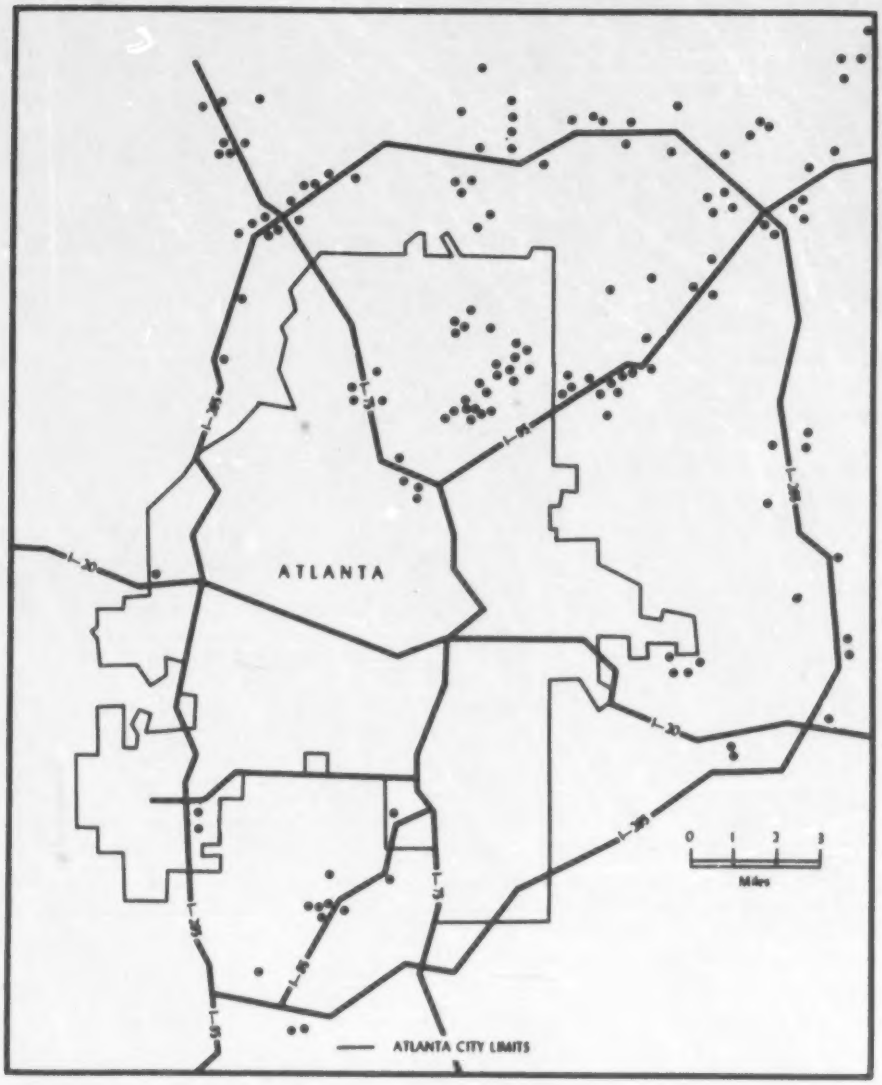
Perimeter locations in office parks provide an abundance of options, with the largest number of such parks located along or near I-285 (Figure 9). A relatively large amount of suburban office space has been available since 1973-1974, when the office park market was overbuilt in anticipation of a sustained growth by Atlanta's business sector. Leasing of this space has been highly competitive with special contractual agreements arranged to benefit the lessee.

Shopping centers are an alternate location. As the population of Atlanta has expanded away from the central business district into suburban areas, medical offices and retail stores have followed. Two of Atlanta's largest regional shopping centers are located on the perimeter, Cumberland Mall and Southlake Mall. Other large centers include Perimeter, Greenbriar, Northlake, and South DeKalb Malls. Available space at these regional centers is at a premium, with the exception of South DeKalb. Near I-285 at smaller centers such as Belvedere Mall and Columbia Mall, space may be obtained easily. These smaller centers are located most often around declining commercial areas.

Office parks and shopping centers offer several amenities which are favorable to satellite development, including (1) free parking, (2) maintenance and security, (3) supporting services (e.g., restaurants), (4) easy access, and

FIGURE 9

ATLANTA'S OFFICE PARKS, 1975



Adapted from Mary Murray, Real Estate Atlanta, 1975, p. 17.

(5) high visibility to the public. These types of location meet most requirements for off-campus sites.

There are, however, disadvantages associated with these sites. The more desirable commercial areas, such as Northlake and Cumberland Malls, have high rents, due to their popularity. Another problem is traffic congestion. Peak shopping time includes the period from five to eight p.m., which coincides with times when classes will be held at off-campus sites. Noise levels in shopping centers can be quite high when special activities are held, but this distraction may be mitigated by locating the classrooms in isolated areas or by increasing insulation in the walls of the classrooms.

Recommended Sites for Satellite Development:

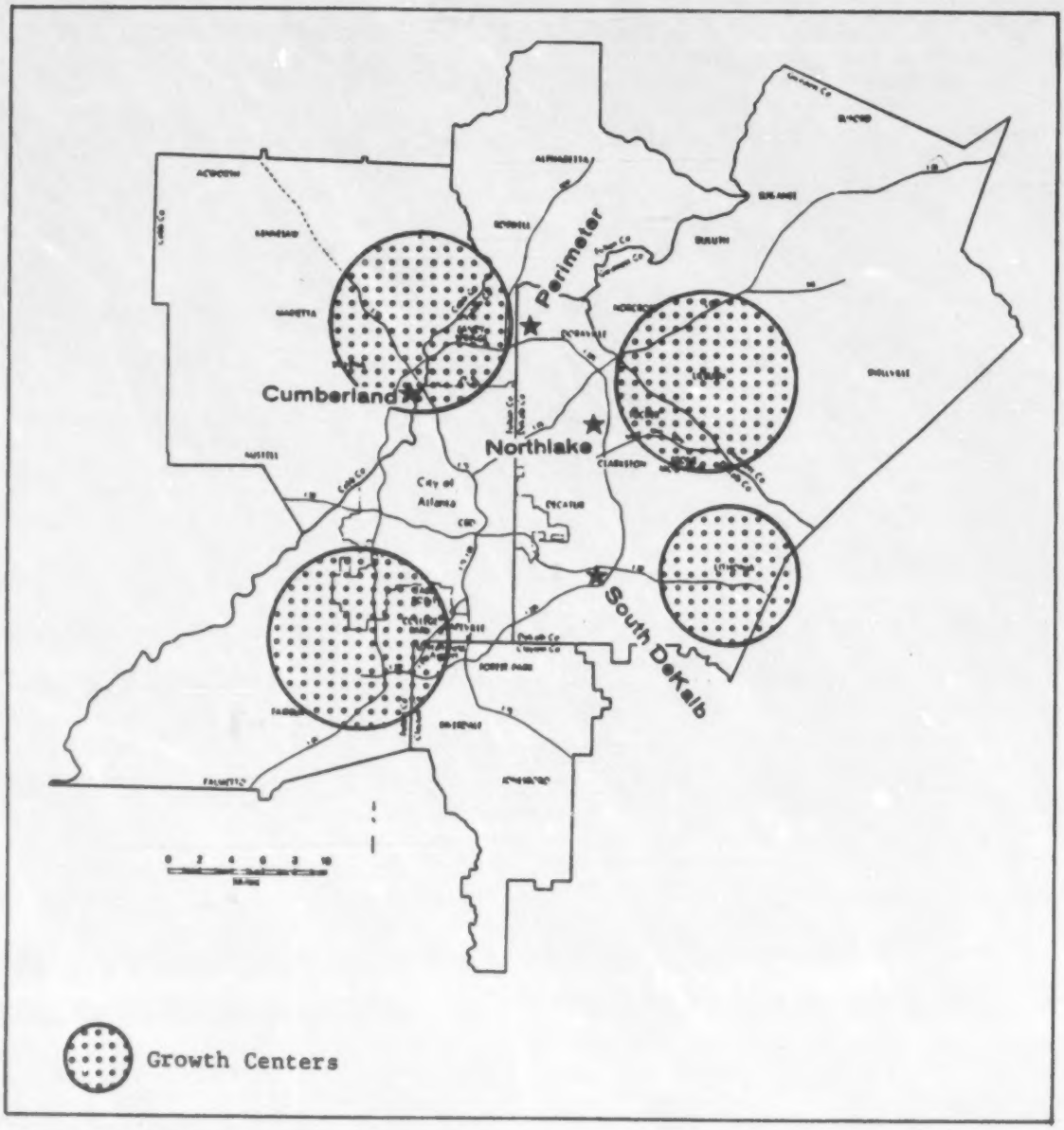
Among the many office parks and shopping centers in the Atlanta area there are four highly desirable locations around the perimeter which would provide maximum accessibility to the potential student market. These sites are Cumberland Mall, Perimeter Mall, Northlake Mall, South DeKalb Mall and the areas around them (See Figure 10 for the location of selected sites in relation to Atlanta's growth centers). These centers provide high accessibility because of their locations along major interstate highways and major surface streets. Besides the high accessibility, these areas also comprise significant commercial and institutional sites for the surrounding community, and for this reason high visibility for the university will be engendered.

Economic Analysis

The university must be concerned with the economic aspects of site development. Three alternatives are proposed which provide some insight into the potential costs of satellite development: (1) construction of a satellite site, (2) leasing space for facilities, and (3) sharing facilities with other institutions.

FIGURE 10

LOCATION OF PROPOSED
SATELLITE CAMPUS SITES



Alternative #1: Construction of a Site

There are two possible ways of acquiring satellite sites for the university. The first, purchasing land and constructing a building, involves a substantial capital outlay by the university. In 1974, researchers for Real Estate Atlanta magazine found that the cost per acre of land in Atlanta varied greatly (Murray, 1974). Along the perimeter in the northwest sector, land costs ranged from $65,000 to $120,000 per acre; in the northeast sector from $90,000 to $105,000, in the southeast from $27,000 to $90,000, and in the southwest near Hartsfield International Airport, from $50,000 to $100,000 per acre. The minimum size facility discussed above would require approximately two acres of land. If the facility was located in the northeast near I-285, land costs alone might be $180,000. It is obvious that acquisition of land for satellite development would represent a sizeable expenditure.

Costs for improvements (buildings, parking areas, landscaping) to the land are another substantial expenditure. Thomas Cauble, an Atlanta developer, estimated in 1977 that improvement costs for a one-story building with parking and landscaping near the perimeter could cost as much as $35 per square foot. For a minimum size facility, improvement costs would range from $260,000 to $350,000. The total cost for both land acquisition and improvements to the land would be approximately one-half million dollars, exclusive of operation and maintenance costs.

Furnishings are another cost to be considered. This category includes student seating, blackboards, bookcases, desks for administrative personnel and faculty, equipment for the student lounge, and other furnishings. The cost to furnish a minimum size satellite facility will approximate $9,000 to $10,000.[2]

---

[2]Costs estimate for site furnishings obtained from Glen Purser, Purchasing Department, Georgia State University.

Alternative #2: Leasing Required Space

The second option, leasing required space, does not demand a massive capital outlay as compared with the construction alternative. Anticipated costs for this alternative involve rental fees, alterations to existing internal space, and furnishings. Rental space cost in office parks varied from one locality to another within the region. Based on these average rental costs, a minimum size facility could cost from $65,000/year in the South DeKalb area to $90,000 near Perimeter Center. These rental costs may be adjusted to the lessee's benefit by the leasing agent in order to fill vacancies in the park.

Table 23 shows that rental costs in shopping centers are generally less expensive than rental costs in office parks. The maximum total cost at shopping centers for a minimum size facility ranges from $50,000 in South DeKalb Mall area to $90,000/year in the Cumberland Mall area.[3] Although the rental costs may

Table 23

Leasing Costs for Office Park and Shopping Center Space at Four Potential Satellite Locations

Potential Site	Office Parks Rental Cost Per Square Foot	Shopping Centers Rental Cost Per Square Foot
South DeKalb area	$6.00 - $6.50	$3.00 - $5.00
North Central DeKalb	$6.50 - $8.50	$5.00 - $8.00
Northeast DeKalb	$7.50 - $9.00	$6.00 - $9.00
Northwest Atlanta area	$6.50 - $8.50	$6.00 - $9.00

Source: Mr. Harry Saxton, Land Data Corporation, April 25, 1978.

[3]Rental information for office parks and shopping centers was obtained from an interview with Mr. Harry Saxton of Land Data Corporation, April 25, 1978.

appear higher at office parks, lower rental costs may be negotiated, since many suburban sites are presently facing low occupancy rates.

It is difficult to determine if the advantages of leasing outweigh the disadvantages. High rental costs may deter acquiring a large amount of floor footage and therefore some facilities (for example, a student lounge) may not be possible. Leasing space may be more feasible than the construction of new buildings for the university. Services provided by the lessor may enhance the desirability of the site. A further advantage of leasing space is that leasing arrangements may be made on a short or long term basis, giving flexibility in planning for the extent of courses to be offered. Additionally, the university is not committed to a long-term commitment in a declining area.

Alternative #3: Sharing Facilities

A third option for developing satellite sites, sharing facilities with other institutions, requires a relatively low level of funding from the university. GSU could offer satellite classes at other colleges and universities in the region. Special classrooms would be designated specifically for Georgia State and they would be maintained on a quarter-by-quarter basis. The benefits of this approach are: (1) virtually no costs would be involved, (2) an academic environment would be maintained, and (3) students from the sharing institutions could encourage joint enrollment.

There are disadvantages associated with this alternative. The high visibility so desired by GSU for its satellite activities would be diminished through association with another institution. Most of the major colleges and universities are located within the perimeter (see Figure 4) and therefore would not satisfy the need for high accessibility to potential suburban markets. Although classrooms may be shared, a question arises as to the possibilities of sharing other facilities on another campus (e.g., the library, student lounge, etc.).

Summary

Numerous factors must be considered when investigating potential sites for satellite campuses. These considerations involve the accessibility to the site, space requirements for the site, price levels for rental space (or land and construction costs), security and maintenance provisions, and high visibility for the institution.

Four potential sites near the perimeter highway have been selected based on their high level of accessibility to Atlanta's population and high visibility for the institution. The proposed sites are situated at or near major office parks and shopping centers. Most sites appear to fulfill requirements such as adequate security and maintenance; however, shopping centers do not appear to offer as much rental space as do office parks.

In Table 23 it can be determined that shopping center rental costs in general are less expensive than office parks. Maximum total costs at shopping centers range from $50,000 in the South DeKalb Mall area to $90,000 in the Cumberland Mall area.

Various alternatives have been presented for acquiring needed space for a minimum size satellite facility. One alternative, construction of a facility, involves relatively large capital outlays (approximately $350,000). Another alternative, leasing space, requires initial outlay for remodeling and the annual cost of leasing the most expensive space is $90,000. The last alternative, sharing facilities, represents the least expensive option for developing satellite classes.

References

Chapter 4

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CHAPTER 5

PROBLEMS RELATED TO SATELLITE CAMPUS DEVELOPMENT

This report has reviewed methods used in determining markets for outreach sites, the potential market in Atlanta for GSU outreach activities, and possible locations for satellite sites. Although many questions concerning satellite development have been answered, there remain several questions which must be considered. The answer to these questions may determine the advisability of establishing satellite sites.

What Is the Demand for GSU Satellite Programs?

This report suggests that there is a potential market for outreach programs, both academic and nonacademic, in the Atlanta region. Two initial questions stand out: 1) Which GSU programs will the public "buy" and 2) How many individuals will attend courses offered at satellite campuses? The market description as outlined earlier presents the total availability of potential students in Atlanta, but without a market survey the interest level of the population cannot be estimated with any precision. It is highly desirable that program demand be examined before and during the early planning stages in order to reduce the possibility of offering unwarranted courses.

It is suggested that a market survey be conducted for the Atlanta five-county area. The survey will require a massive mailing to local residents selected through various commercial mailing lists. A market survey is an expensive procedure; for example, to conduct their market survey, which included the manpower and computer costs, it cost Temple University Center City approximately $10,000. The survey process encompasses approximately four months which time includes design of the instrument, printing, addressing and mailing the survey, retrieval of the instrument, keypunching, programming, data analysis, and report writing of the survey results. Estimated costs

for implementing GSU's market survey are presented below in Table 24. Sound business practice dictates a pretest of a potential product before beginning full-scale production.

Table 24

Estimates for GSU's Market Survey
(4 Month Time Frame)

Activity	Time (Man-Hours)	Dollars (Approximate Costs)
Developing Survey Instrument	80	$1,000.00
Obtaining Mailing Lists	-	500.00
Distribution of Survey (including postage & printing)	80	5,750.00 (based on 15,000 respondent mailing)
Keypunching	150	1,000.00
Computer Data Processing (including programming)	40	1,000.00
Data Analysis & Report Preparation	100	1,500.00
Typist	40	250.00
Total	490	$11,000.00

How Extensive Should GSU's Satellite Development Be?

In considering the extent of satellite development, the first decision is the number of sites needed. This report suggests that four potential sites should be investigated (see Chapter 4); however, any final decision for a satellite site should maximize service to the community while minimizing costs. One answer may be to develop one location as a test site and then evaluate its effectiveness before additional satellite development.

A second decision is the desired size of a satellite facility. A minimum size facility (10,000 square feet) was assumed for purposes of this report, but further research may discover that more or less space may be needed during the initial phases of development. The size of the facility will depend on the types of services required for the site (e.g., a student lounge, a conference room, or a reading room).

How Will the Satellite Facilities Affect Enrollment and Services on the Main Campus?

It is assumed that some current students will take courses at satellite sites and that the number of students moving to these new locations will be determined by the programs offered. All of GSU's current off-campus academic courses are graduate level and most of these courses appear to be readily accepted by students. Undergraduate coursework offered at off-campus sites would probably do as well as, if not better than, the graduate off-campus courses. If undergraduate level courses are offered at satellite sites, some current undergraduate students would probably attend.

The shifting of students from the main campus to satellite campuses would relieve classroom space problems during peak hours (i.e., 9-12 a.m. and 5:30-9:30 p.m.). All impacts on the University of a satellite site have not been assessed; one main consideration is the movement of students from main campus to satellite campus. This number can be controlled through restricting offerings and the number of credit hours toward a degree which may be completed at off-campus sites.

How Will the University Market the Satellite Sites to Potential Consumers in the Atlanta Area?

If the university decides to create satellite sites, it will have to develop a marketing strategy for selling the programs. The sales method should convey GSU's sincere desire to provide quality education to all interested citizens and will require a comprehensive marketing strategy to "spread-the-word" about the programs GSU has to offer to the community -- word of mouth will not suffice if the university wants its satellite development to be a viable component of the Atlanta community.

For thorough saturation of potential student markets, various media such as billboards, TV, radio, newspaper announcements, and information brochures can be used. Spokesmen for the university will also be needed, and a Speaker's Bureau would aid greatly by talking to local civic clubs,

professional associations, and other community groups. The media used in selling GSU will have a major impact on the effectiveness of the institution's satellite activities.

Summary

There are a number of questions which must be considered in implementing a satellite campus program. The most important considerations appear to be: 1) What is the true demand for GSU satellite programs?, 2) How extensive should GSU's satellite development be?, 3) How will the satellite facilities affect enrollment and services on the main campus?, and 4) How will the university market the satellite sites to potential consumers in the Atlanta area? Further research into these topics is needed, and cannot be answered within the limitations of this report. The answers to these questions may determine the extent to which GSU becomes involved in satellite campus development.

CHAPTER 6

CONCLUSION

Benefits derived from satellite campus development are numerous; the major one is meeting the educational needs of the population. This thought is well outlined in Georgia State's "Statement of Purpose" of the University:

> Georgia State University endeavors to promote the advancement of knowledge through excellence in teaching, research, and public service. The University sees its role as meeting the need for a broad range of educational opportunities in the largest population center in the State . . . . The University seeks to assist individuals of all ages to discover and realize their own potentialities--to become a learning people rather than just learned people. . . .

Other advantages which may be recognized are:

(1) attraction of more students, thus increasing student enrollment.

(2) reduction of transportation energy usage as the result of the proximity of satellite locations to residential sites.

(3) provisions for special services to specific groups within the Atlanta area; i.e., remedial education.

(4) reduction of competition from public and private institutions, especially those institutions outside the region offering courses in Atlanta.

In order to meet the needs of citizens, educational services must be accessible. Although Georgia State has a highly centralized location, there are those within the Atlanta region who cannot take advantage of Georgia State's facilities. With the movement of university programs to satellite sites, the total Atlanta region becomes the campus of Georgia State University.

APPENDIX A

Temple University
Center City
ACADEMIC SURVEY

1–5
AREAS OF STUDY

1. Some of the areas of study to be offered at Temple University Center City are given below. Assume courses in these areas will be scheduled at convenient times. In which study areas, if any, do you think you might attend courses? [Please check as many boxes as apply.]

LIBERAL ARTS

6–19
- ☐ Anthropology
- ☐ English
- ☐ Foreign Languages
- ☐ Geography
- ☐ History
- ☐ Mathematics
- ☐ Natural Sciences
- ☐ Philosophy
- ☐ Political Science
- ☐ Psychology
- ☐ Religion
- ☐ Sociology
- ☐ Speech
- ☐ Urban Studies

EDUCATION

20–27
- ☐ Early Childhood Education
- ☐ Elementary Education
- ☐ Secondary Education
- ☐ Health, Physical Education, Recreation
- ☐ Dance
- ☐ Vocational Education
- ☐ Educational Psychology
- ☐ Foundations of Education

COLLEGE OF ENGINEERING TECHNOLOGY

28–33
- ☐ Architecture
- ☐ Biomedical Engineering
- ☐ Civil Engineering, Construction
- ☐ Electrical Engineering
- ☐ Environmental Engineering
- ☐ Mechanical Engineering

BUSINESS ADMINISTRATION

34–45
- ☐ Accounting
- ☐ Actuarial Science
- ☐ Economics
- ☐ Finance
- ☐ Health Administration
- ☐ Computer & Information Sciences
- ☐ Insurance and Risk
- ☐ Law and Business
- ☐ Real Estate
- ☐ Management
- ☐ Marketing
- ☐ Statistics

COMMUNICATIONS AND THEATER

46–48
- ☐ Journalism
- ☐ Radio-Television-Film
- ☐ Theater

ALLIED HEALTH PROFESSIONS

49–53
- ☐ Health Records Administration
- ☐ Medical Technology
- ☐ Nursing
- ☐ Occupational Therapy
- ☐ Physical Therapy

LAW

54
- ☐ Graduate Legal Studies

MUSIC

55–57
- ☐ Music Education
- ☐ Music History
- ☐ Theory

SOCIAL ADMINISTRATION

58–60
- ☐ Child Care
- ☐ Social Welfare
- ☐ Social Planning and Community Organization

ART

61–65
- ☐ Painting and Sculpture
- ☐ Graphic Design & Illustration
- ☐ Crafts
- ☐ Art Education
- ☐ Art History

- ☐ Not interested in attending courses in any of the above areas.

2. Do you think you might attend a one-semester course on recent developments in your occupation?

—66 ☐ Yes (Please specify subject area)

_____

_____

☐ No

3. Do you think you might attend a one-semester course simply for your own cultural enrichment?

—67 ☐ Yes (Please specify subject area)

_____

_____

☐ No

4. Would you be interested in attending workshops, seminars, or other short courses?

—68 ☐ Yes (Please specify subject area)

_____

_____

☐ No

5. In what other general areas might you take a course?
(Please specify general area or course title)

—69 _____

_____

_____

6. Are you primarily interested in taking courses for credit, or would you prefer to attend non-credit courses?

—70 ☐ Credit
☐ Non-credit

7. Are you interested in attending courses in order to receive a degree?

—71 ☐ No
☐ Yes (Please check type of degree)
☐ Undergraduate
☐ Graduate

COURSE CALENDAR

8. A four credit course usually takes about 48 class hours. If you were to take such a course, would you prefer the class hours be scheduled over a 3, 6, 9, or 12 week period of time?

—72 ☐ Three weeks at approximately 16 hours per week
☐ Six weeks at approximately 8 hours per week
☐ Nine weeks at approximately 5 hours per week
☐ Twelve weeks at approximately 4 hours per week

9. How many four credit courses would you expect to take each semester?

—73 ☐ One course
☐ Two courses
☐ Three or more courses

10. A two credit course usually takes about 24 class hours. If you were to take such a course, would you prefer the class hours be scheduled over 3, 6, 9, or 12 week period of time?

—74 ☐ Three weeks at approximately 8 hours per week
☐ Six weeks at approximately 4 hours per week
☐ Nine weeks at approximately 3½ hours per week
☐ Twelve weeks at approximately 2 hours per week

11. How many two credit courses would you expect to take each semester?

—75 ☐ One course
☐ Two courses
☐ Three or more courses

12. Would you be interested in home-study courses under the guidance of an instructor?

—76 ☐ Yes
☐ No

13. If you are interested in any other type of course arrangement, please indicate below:

—77 _____

_____

_____

_____

_____

14. Please check times which would be convenient for you to attend classes:

Weekdays

—6 ☐ Before work (7:00 – 8:30)
—7 ☐ Early morning (8:30 – 10:00)
—8 ☐ Mid-morning (10:00 – 12:00)
—9 ☐ Noon (12:00 – 1:00)
—10 ☐ Early afternoon (1:00 – 3:00)
—11 ☐ Mid-afternoon (3:00 – 5:00)
—12 ☐ Late afternoon (5:00 – 6:30)
—13 ☐ Evening (6:30 – 10:00)
—14 ☐ If late afternoon or evening, at what time would you prefer to start?

_____
TIME

Weekends

—15 ☐ Friday evening
—16 ☐ Saturday morning
—17 ☐ Saturday afternoon
—18 ☐ Sunday morning
—19 ☐ Sunday afternoon

15. Would you be interested in attending concentrated weekend courses at various intervals throughout the semester? (For example, a four credit course might be scheduled one weekend each month for four months.)

__20 ☐ Yes
☐ No

16. If you can attend daytime courses, what time of the year would be convenient for you?

__21 ☐ Winter semester (November through January)
__22 ☐ Spring semester (January through May)
__23 ☐ Summer semester (June through August)
__24 ☐ Fall semester (September through December)

REASONS FOR ATTENDING CLASSES

17. Some reasons for attending classes are given below. Please check those which are most important to you.

__25 ☐ To keep informed of new knowledge
__26 ☐ For credit
__27 ☐ For job advancement
__28 ☐ To prepare for resuming an interrupted career
__29 ☐ To start a new career
__30 ☐ For a degree
__31 ☐ To pursue personal interests or skills
__32 ☐ To pursue cultural interests
__33 ☐ To associate with adults having similar interests
__34 ☐ Other (Please specify)

_____

ADVISING AND COUNSELING

18. Would you utilize any of the following support services? (Please check any service you might find helpful.)

__35 ☐ Would not utilize support services
__36 ☐ Academic-course advising
__37 ☐ Career counseling
__38 ☐ Personal counseling
__39 ☐ Other (Please specify)

_____

_____

19. Would you want to attend any of the following basic refresher courses? (Please check all courses you might attend.)

__40 ☐ Would not attend refresher courses
__41 ☐ Study skills
__42 ☐ Reading comprehension
__43 ☐ Speech
__44 ☐ Writing
__45 ☐ Basic Mathematics
__46 ☐ Other (Please specify)

_____

_____

We need answers to the following questions so that we can interpret the above information.

20. What is your age?

__47 _____
AGE

21. Are you male or female?

__48 ☐ Male
☐ Female

22. What is your marital status?

__49 ☐ Married
☐ Separated
☐ Divorced
☐ Widowed
☐ Never married

23. How many children do you have in each of the following age groups? (Please indicate number of children in the box to the left of each age group.)

__50 ☐ No children
__51 ☐ Under 6 years
__52 ☐ 6 to 12
__53 ☐ 13 to 18
__54 ☐ 19 and over

24. Would you need childcare service in order to attend school?

__55 ☐ Yes
☐ No

EMPLOYMENT STATUS

25. What is your current occupation or job title?

56-57

_____

_____

26. What is your current employment status?

__58 ☐ Employed, full-time
☐ Employed, part-time
☐ Retired
☐ Not employed

27. If you are not currently employed, do you plan to seek employment in the foreseeable future?

__59 ☐ No
☐ Yes

28. If you plan future employment, please specify the desired occupation or job title.

60-61

_____

_____

EDUCATION

Past Education

29. Please indicate the last year of school you completed.

—[62]
- ☐ 8th or less
- ☐ 9th – 11th
- ☐ 12th (high school diploma)
- ☐ Some college
- ☐ Completed college
- ☐ Graduate study

Current Education

30. Are you currently enrolled in a school or college?

—[63]
- ☐ Yes (If you are, where?)

  _____

- ☐ No

Future Education

31. Do you plan now or in the future to continue your education by following a directed plan of study leading to a degree or a certificate?

—[64]
- ☐ Yes
- ☐ No

32. Do you plan now or in the future to continue your education by taking enrichment courses?

—[65]
- ☐ Yes
- ☐ No

OPTIONAL INFORMATION

Please complete the following information if you are interested in:

- ☐ being placed on the general mailing list
- ☐ course announcements
- ☐ cultural events (theatre, films, chamber concerts)
- ☐ special lectures
- ☐ results of the survey

Mr.
Mrs.
Miss

NAME: Ms. _____

TELEPHONE NO. _____

CORRECT
ADDRESS: _____

_____ ZIP: _____

Thank you for completing this survey. Please return it in the postage-paid, self-addressed envelope enclosed.

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SUMMARY OF TUCC ACADEMIC SURVEY RESULTS

AGE — A profile of the respondents to our survey indicate that 90% are between the ages of 18-54; 41% are between the ages of 25-34.

SEX — Fifty-five percent are males; 45% are females.

OCCUPATION — A majority of the respondents are currently employed in white collar occupations; 40% are employed in professional or technical positions; 24% are managers or administrative, 5% are in sales, 10% are in clerical occupations and 6% classify themselves as students.

EDUCATIONAL INTENTIONS — Most interestingly, 74% of our respondents said they plan to continue their education and a majority (53%) told us they intend to work for a degree or certificate.

ACADEMIC INTERESTS — Most persons were interested in either the humanities, the social sciences or business administration. However, many also expressed preferences in art, communications and theater.

TIME PREFERENCES — We have also learned that persons prefer to take courses before work, during their noon-time lunch break, or in the late afternoon or evening. Certain weekend time periods also showed a surprising popularity.

As a result of these findings we will develop courses in the areas in which you have expressed an interest, and schedule them during those time periods which are convenient to you.